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Days To Be Observed By Public Schools With Suggested Programs

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THE FLAG OF FREEDOM

By
E. N. COLLETTE
Assistant State Superintendent

Issued By
R. H. WILSON
State Superintendent of Public Instruction
OKLAHOMA

Days To Be Observed By Public Schools With Suggested Programs

By
E. N. COLLETTE
Assistant State Superintendent

A handwritten signature in dark ink, reading "R. H. Wilson". The signature is written in a cursive style with a large, stylized initial "R".

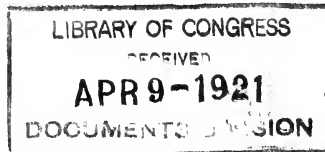
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ACKNOWLEDGMENTS

The preparation of this volume has been a real pleasure and the compiler has felt free to use material found in Special Day bulletins issued by various states, as well as suggestions and helpful material found in many periodicals. The assistance given by the Secretary of the Oklahoma Library Commission deserves special mention. Helpful suggestions on Armistice Day have come from the members of the American Legion. Thanks are due The Colonial Art Company, 1336 West First St., Oklahoma City for many of the illustrations used in this book.

E. N. COLLETTE,
Assistant State Superintendent.



ma 13 July 11, 1921

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HON. R. H. WILSON
State Superintendent of Public Instruction

State of Oklahoma
Department of Public Instruction

R. H. WILSON, SUPERINTENDENT
E. N. COLLETTE, ASSISTANT SUPERINTENDENT

Oklahoma City

To The Reader:

Holiday originally was a term for "holy day," a festival set apart for religious observances in memory of some sacred event or sacred person. The school usage of the term usually relates to a day or period of days when regular school work is suspended.

There are few holidays designated as legal holidays. Our Nation has a large number of special days during the school term which alert teachers and communities will use as teaching opportunities.

In the early days holidays were determined by the religious influence while now the motive is largely to provide social recreation. These special days are important days in the history and development of our Nation and as such should be brought to the attention of the school children in a way that enables them to grasp the full meaning.

The best way to observe most of our special days is for educators to use them as focusing points and radiating centers for regular lessons. At best the school term is too short for most pupils and to have it broken into further by dismissing school to observe our anniversaries will detract rather than add to school results. Much better results will come if regular work will cluster intensively and naturally about the important events nationally and with the world about us celebrating, remembering and applying is the best possible time to learn indelibly.

School children are patriots and the "love of Country spirit" needs to be directed into channels that will utilize this patriotism into training for complete citizenship.

This bulletin has been prepared with the above end in view and teachers are urged to supplement the suggested programs to meet local needs and in this way vitalize the whole school year. Special efforts should be made to enlist the talent of all the community from time to time and our national festivals and anniversaries offer splendid opportunities for alert teachers to direct the activities of the entire district along lines of real worth.

**THE FOLLOWING DATES ARE SUGGESTED FOR THE
OBSERVANCE OF OUR MOST IMPORTANT
SPECIAL DAYS**

SEPTEMBER

Labor Day, First Monday;
Constitution Day, the 17th;
Safety First, Last week;

OCTOBER

Fire Prevention Day, the 9th;
Columbus Day, the 12th;

NOVEMBER

Election Day, Tuesday after the
first Monday;
Armistice Day, the 11th;
Statehood Day, the 16th;
Thanksgiving Day, Last Thursday;
Library Day, the 25th;

DECEMBER

Health Crusade, the First week;
Christmas, the 25th;

JANUARY

New Year's Day, the 1st;
Thrift Day, the 10th;
Lee's Birthday, the 19th;

FEBRUARY

Scout Week, the 8th;
Lincoln's Birthday, the 12th;
Washington's Birthday, the 22d;

MARCH

Arbor and Tree Day;

APRIL

Bird Day, Second Week;
Easter, Changeable Date;
Good Roads, the Last Week;

MAY

Mother's Day, Second Sunday;
Peace Day, the 18th;
Memorial Day, the 30th;

JUNE

Flag Day, the 14th;

JULY

Independence Day, the 4th;

This volume contains many suggestions and helps for the observance of special days. Every pupil in every school in Oklahoma should be taught the significance of the days mentioned in this bulletin even though the date for the observance of the day comes outside the regular school term. Teachers are urged to see that each year of school covers at least these specially mentioned days.

"Old Glory" salutes you from the front cover. Its red, white and blue calls to the boys and girls to exhibit daily, hardiness and valor; purity and innocence; vigilance, perseverance, and justice. These cardinal virtues of our national emblem stand for all that makes a loyal American citizen.

Within the covers, we have sought to place before you some of the best pictures inspired by master artists. These pictures have a real message.

On the back cover the Oklahoma state flag waves a greeting to you. Still a harmony of red, white and blue and in the lives of all who read this volume may the essential traits of strong manhood and womanhood be perfectly blended.

That the Oklahoma Public Schools may the better serve its boys and girls this volume is sent forth.

Sincerely,

R. H. WILSON,
State Superintendent of Public Instruction.

LABOR DAY

On the first Monday in September the people of the United States take occasion to pay tribute to the working people of the country, but more especially they observe the day out of a desire to recognize the great bearing work has on our progress and achievement. Too many of us have the wrong impression that the day is observed in recognition of the labor unions only. Rather it is in recognition of labor in the abstract.

Without work man cannot survive. Work has multiple advantages; it benefits the worker, not only, but the community, the state, the nation and the world. Our welfare, personal and civic, is based upon our work and that of our fellowmen. Constructive work is the first requisite of good citizenship.

An important and extremely valuable lesson may be derived by the careful and serious consideration of work and its relation to the life of the country. The schools can teach no greater lesson than this to the citizens of tomorrow.

HONEST WORK

"Men said the old man was foolishly careful when he wrought on the great chain he was making in his dingy shop in the heart of the great city. But he heeded not their words, and only wrought with greater painstaking. Link after link he fashioned and welded and finished, and at last the great chain was completed.

"Years passed. One night there was a terrible storm, and the ship was in sore peril of being dashed upon the rocks. Anchor after anchor was dropped, but none of them held. At last the mighty sheet anchor was cast into the sea, and the old chain quickly uncoiled and ran out till it grew taut. All watched to see if it would bear the awful strain. It sank in the wild storm as the vessel's weight surged upon it. It was a moment of intense anxiety. The ship with its thousand lives depended upon this one chain. What now if the old smith had wrought carelessly even one link of his chain? But he put honesty and truth and invincible strength into every part of it, and it stood the test, holding the ship in safety until the storm was over."

American intelligence must be prepared by American enterprise in finding its true place for every man, and seeing to it, as far as possible, that every man shall get into that place in life which shall be not only his shop, but his school; not alone his living, but also his advancing culture.

—Frank W. Gunsaulus.

It is to labor, and to labor only, that man owes everything possessed of exchangeable value. Labor is the talisman that has raised him from the condition of the savage; that has changed the desert and the forest into cultivated fields; that has covered the earth with cities, and the ocean with ships; that has given us plenty, comfort, and elegance, instead of want, misery, and barbarism.

—John R. McCulloch.



END OF DAY—*Adan*

REFERENCES

The Department of Labor, Washington.
The Department of Labor, Oklahoma City.

SUGGESTED PROGRAM

Song.
Essay—The inauguration of Labor Day.
Address—Work—its advantages.
Responses on "The work I like best"
Song.

POEMS

The Builders—Longfellow.
The Sons of Martha—Rudyard Kipling.
Child Labor—Henry Van Dyke
The Man with the Hoe—Edwin Markham
Two Sowers' Songs—Thomas Carlyle

INSPIRATION

Without inspiration the best powers of the mind are dormant. There is a tinder in us which needs to be quickened with sparks.—Herder.

Difficulties are meant to arouse, not discourage.—Channing.

The impartial earth opens alike to the child of the pauper and the king.
—Horace.

Attempt the end and never stand to doubt; nothing's so hard but search will find it out.—Herrick.

Five minutes of today are worth as much to me as five years in the next millenium.—Emerson.

Dost thou love life? Then do not squander time; for that is the stuff life is made of.—Franklin.

A good inclination is only the first rude draught of virtue, but the finishing strokes are from the will.—South.

CONSTITUTION DAY

SEPTEMBER 17TH

In recognition of the educational value of commemorating the establishment of the fundamental law of our country, it is well to provide for appropriate exercises of instruction and inspiration as a part of the daily school program, in observance of September seventeenth as Constitution Day.

The national effort for "Americanization" calls eloquently to the public schools faithfully to neglect no opportunity to teach American ideals and inspire in pupils a loyal faith in American principles of popular government. The appropriate observance of Constitution Day is an opportunity to impress upon young citizens of school and country the significance of the making of the Constitution of the United States and the first principles of our democratic civilization.

The Constitution is our guiding star in times of unrest and national peril. This country's future is dependent upon tomorrow's citizens. Let us take specific measures to insure them a practical knowledge of the principles upon which our government is based and upon which it has so wonderfully prospered.

REFERENCES

"American Anniversaries"—Dillon: P. R. Dillon Pub. Co., N. Y.
Any American History.

SUGGESTED PROGRAM

Song—America or Star Spangled Banner
Salute to the flag.

Essay—The Constitution and what it means to us.
Story of the signing of the Constitution.

Song—Battle Hymn of the Republic.

SAFETY FIRST

THE WHY OF SAFETY

"In every community, from the largest city to the smallest hamlet, there leads a road to destiny; as we come to the end of the long, long trail, we arrive at a silent city. On the finest hill in the cemetery where lots are expensive, we read on a great mausoleum of stone "YOUTH:"

"IN MEMORY OF OUR BELOVED SON AGED 23." The family history includes also the line, omitted from the monument, KILLED BY CARELESSNESS.

And in these graveyards with Youth and Middle Age are buried Success, Opportunity, Joy, Fame, Genius, Wealth and Happiness. This is the price of carelessness. This is the why of the safety movement.—R. N. Hemming.

A man was speaking to a group of 300 factory boys—sixteen to eighteen years of age. The topic under discussion was Safety First. The value of an arm, an eye, a leg was mentioned. One boy stated that he had to go to work because his father was killed recently due to the breaking of a scaffold.

The question was asked: "How many boys have had to go to work because their fathers have been killed or seriously injured through accident?"

Exactly 100 of the 300 boys raised their hands. Picture the loss of education to children, the suffering to mothers, the loss to society as revealed by the flash of 100 boys' hands.

DOES SAFETY FIRST PAY?

ACCIDENT LOSS AGAINST WAR LOSS

2,000,000 American soldiers went across seas; of this number 50,150 were killed in battle or died as the result of wounds received on the battlefield during nineteen months. 200,000 were injured in battle.

During the same nineteen months in America, 126,000 men, women, and children were killed by accidents in the industries, on the streets, and in the homes.

During this same nineteen months there were over 2,000,000 men, women, and children who were so seriously injured by accidents that they lost over four weeks of time or were permanently maimed.

CARELESSNESS has reaped a heavy toll in America. Such expressions as "I Didn't Think," "Don't Care," "I Forgot" are too common and reveal clearly the plan to follow to correct the general tendency as regards safety first in all things. The accidents causing children to suffer are caused by children themselves and by adults so there is a work to do among men and women, and among the children if CAREFULNESS is to rule in the place of CARELESSNESS.

The schools already are training children in the right habits of safety and indirectly this is reaching the adults but accidents are too common and the penalty in human life is yet too great. Teachers should never fail to take every opportunity to impress safety first teaching. This will correlate with every subject in the course of study and form the basis for lessons from daily life that will grip and hold because of their intense human interest.

Three ways to teach accident education: FIRST, introducing in the course of study and daily teaching accident prevention instruction. The SECOND is by having the children construct and give plays illustrating accident situations. The THIRD is the organization of the whole school with the idea that they shall be responsible for the welfare of the community in which they live.

SUGGESTED PROGRAM

Chorus—

Address—"The Reason Why for Safety First."

Recitation—To be selected.

Essay—Accidents, Their Causes and Prevention.

Chorus—

Essay—"Be Careful First"

Address—Traffic Officer or Fireman.

Fire Drill—

Chorus—

ACCIDENT TOLL FOR ONE YEAR

Falls, 11,114; Railroad, 8,649; Burns, 6,830; Automobiles, 6,724; Drowning, 5,550; Asphyxiation, 3,375; Mine, 2,623; Miscellaneous Vehicle Accidents, 2,326; Street Cars, 2,277; Machinery, 2,112; Miscellaneous, 1,964.

REFERENCES

"Sure Pop and the Safety Scouts,"

Bulletins and Posters of the National Safety Council, 208 South La Salle Street, Chicago, Ill.

"Safeguarding the Home Against Fire," Prepared for the United States Bureau of Education by the National Board of Fire Underwriters.

"Education in Accident Prevention," Lyons & Carnahan, Chicago.

"Safety First for Little Folks," by Lillian M. Waldo, Published by Charles Scribner's Sons, Chicago.

"Safety Slogans," National Safety Council.

Safety Bulletins, issued by various railroads and other corporations.

Motion picture films and lantern slides available through the National Safety Council, Chicago, Ill.

**RULES FOR PUBLIC SAFETY
FOR CHILDREN
ALWAYS BE CAREFUL**

Do not play in the roadway.
Play on the sidewalk or on the nearest playground or vacant lot.
Don't skate on sidewalk or on roadway.
Never chase a ball across the street.
Don't hitch on autos, trolleys or wagons.
Do not coast where trolleys or autos go.
Don't play around autos or touch any of the levers.
Never touch wires at any time or place.
Do not fear the policemen; they will help and protect you.
Never run behind a standing trolley car; there may be another car or auto approaching the other side.

**FOR PEDESTRIANS
ALWAYS BE CAUTIOUS**

Look both ways before crossing the street.
Cross the street at the regular crossing, not diagonally or in the middle of the block.
Don't read a paper when crossing a street.
Always obey the traffic officer's signals and commands.
Keep your eyes open for trolleys, autos and wagons.
When passing behind a street car look out for vehicles approaching from the opposite direction.
Do not jump on or off a moving street car; wait until the car stops.
When carrying an umbrella do not permit it to obstruct your view.

**FOR MOTORISTS
ALWAYS BE CONSIDERATE**

Go slow, passing children or vehicles, around corners, approaching crossings.
Stop! At railroad crossings—behind street cars taking on or discharging passengers.
Give warning signal of your approach and keep to the right.
Give warning signal when stopping or turning.
Use tire chains on wet and slippery streets.
Remove headlight glare.
Be sure your brakes are in good working order; inspect them frequently.
Include a fire extinguisher on your car equipment—"You never can tell."
Have your car under perfect control for a quick stop.
Never race with a train for a crossing.
Never attempt to cross without first making sure that it can be done safely.
Obey warning signals given by bells, gongs, and watchmen.
Stop when crossing gates are lowered for passing trains.

"And the end is that the workman shall live to enjoy the fruit of his labor; that his mother shall have the comfort of his arm in her age; that his wife shall not be untimely a widow; that his children shall have a father, and that cripples and hopeless wrecks who were once strong men shall not longer be a by-product of industry."

P. B. Juhnke.

"The Safety Movement Isn't a Theory—Its' a Crusade."

FIRE PREVENTION DAY

OCTOBER 9TH

There is a steadily growing conviction that the tremendous evil of preventable fire, with its shocking annual toll of 15,000 human lives destroyed and \$250,000,000 to \$300,000,000 worth of property lost, must not remain unchallenged. And the majority of these fires are caused through carelessness and ignorance of the simplest preventative measures.

It may be easily realized that while all children are instinctively interested in fire, it is not such an easy matter to arouse their interest in fire prevention. That fire prevention should be practiced in school rooms calls for no discussion; but that it should be taught in school rooms is a comparatively new doctrine. But why should it not be taught? A few minutes a week spent in this study will make for good citizenship, improved personal habits, larger consideration for the welfare of others, better home conditions, and safer communities. How many other studies have as much to recommend them?

It is well worth while to observe Fire Prevention Day in our schools; to impress upon the minds of the children the necessity of combating this enemy of our personal and public safety.

ORIGIN OF CONFLAGRATIONS

"This is the anniversary of the Chicago Fire. Like most of the great conflagrations of the world, and like most smaller fires, it was started by an easily preventable cause. Mrs. O'Leary's famous cow, which kicked over a lamp in a stable, started that conflagration, which laid waste three and one-half square miles, destroyed 17,450 buildings, killed 200 people and made 98,500 homeless. The Baltimore conflagration in 1904, destroying \$85,000,000 of property in the heart of the business district, was started by a lighted match carelessly thrown down a grating over the basement windows of a wholesale store, where a pile of rubbish soon flamed up and started a fire which spread over 180 acres. The Bangor conflagration was started by a cigarette thrown down in the straw in a shed in which some men were playing cards.

"These are the conspicuous cases, but the great majority of every-day fires are due to the same kind of carelessness and are as easily preventable by proper precaution. These little carelessness fires, taken together, burn up hundreds of millions of property and destroy thousands of lives. They exhaust the national wealth, they affect the prosperity of the country, and they endanger the lives of the people. They can be stopped if men, women and children will be careful instead of reckless, and to encourage that, and enforce a sense of individual responsibility for the fire waste, is the purpose of Fire Prevention Day."

DATA FOR USE IN FIRE AND ACCIDENT PREVENTION DAY

Fire and Accident Prevention Day is an important factor in the campaign for the conservation of the national resources by reducing the preventable fire waste of the country and the terrible toll of life and accidents.

It is specially important this year in view of the national campaign for the conservation of food stuffs and manufactured resources to reduce the high cost of living, and the necessity of maintaining the earning power and production of the country.

The fire losses in the United States and Canada in 1920 were \$269,000,775. So far this year they are over \$40,000,000 larger than the same period last year. The state fire marshals and fire prevention authorities generally agree that 75 per cent of these fires are due to preventable causes, and could easily be avoided by the exercise of reasonable precaution, individual and municipal.

The loss in earning power due to preventable accidents is over two billion dollars a year.

Over 15,000 are killed and 50,000 injured annually as a result of fire.

The fire losses and the cost of fire prevention in the United States amount to annually \$700,000,000.

The annual per capita fire waste in the United States is \$2.50; in Europe 33 cents. Reason: the latter has better construction, less carelessness and increased responsibility.

An ounce of fire prevention is worth a pound of fire extinguishment. The way to get lower insurance rates is to have fewer fires.

REFERENCES

Fire protection in public schools—by Division of Education, Russell Sage Foundation, New York.

National Fire Protection Association Quarterlies.

Rules for Fire Prevention in public schools—by Board of Education, N.Y.C.

Safeguarding America Against Fire. A magazine issued by the National Board of Fire Underwriters, New York City.

Fire Protection for Schools. November 1919. The National Fire Protection Association, Boston, Mass.

Safeguarding the Home against Fire. The United States Bureau of Education, Washington, D. C.

Bulletins and Reports issued by the State Fire Marshal, Oklahoma City, Oklahoma.

SUGGESTED PROGRAM

Song—The Star Spangled Banner.

Reading of Proclamations and Letters.

Address—Superintendent, Teacher or Member of Board of Education.

Talk—Uniformed member of Fire Department.

Song—Fire Prevention Day Anthem. (Tune, "Maryland, My Maryland")

Essay—The best essay by a Boy.

Essay—The best essay by a Girl.

Song—America.

The Fire Drill.

Fire Loss in Oklahoma for Eight Years.

1912	\$2,193,084.80	1916	\$4,509,519.11
1913	2,147,155.34	1917	5,555,656.23
1914	2,682,355.10	1918	2,287,736.67
1915	3,375,652.48	1919	2,987,026.91

CHEER UP! IT'S COMING SOON

How dear to my heart are the scenes of
my childhood,
When fond recollections present them to
view;
The church Christmas tree and the pres-
ents upon it,
Some of them hangovers and others
brand new.
How well I remember my dear Uncle
Peter,
Who played Santa Claus. How we all
used to grin
At the old bearskin coat that we knew
in a jiffy,
And the white cotton whiskers that
hung on his chin,
The time-honored whiskers,
The long, stringy whiskers,
The loose-fitting whiskers that hung on
his chin.

How oft I recall that sad evening when
uncle
Leaned over a candle and set them afire;
He singed off his hair and his mustache
and eyebrows,
And upset the preacher, the tree and
the choir.
The fire brigade came and the hose turned
upon him,
But he ran around making a terrible
din:
He burned up the parsonage, church and
the stable,
With flames from the whiskers that
hung from his chin.
The fuzzy old whiskers,
The quick-lighting whiskers,
The fast-burning whiskers that hung
from his chin.

—R. K. M. in the New York Evening Mail.

COLUMBUS DAY

OCTOBER 12th

At ten o'clock on the night of Thursday, October 11th, 1492 Admiral Christopher Columbus, standing upon the poop deck of his flagship, the SANTA MARIA, saw a light moving as though borne by a man upon the shore two leagues away. He called his officers around him and pointed out the light. It disappeared. Soon it reappeared. They knew, then, that the Great Discovery had been made. At dawn he went ashore—the first European in connected history to set foot on the land of America.

The story of his tireless efforts in the face of disbelief and discouragements, his unbounded faith and undaunted courage, falls into pleasing harmony with the spirit of the land which he discovered.

As our first pioneer, the actual as well as the constructive discoverer of America, Columbus deserves a worthy place in our conscious thought. His spirit is the spirit which has made America. Bringing this thought to the minds of our school children will make the observance of the day well worth while.

The largest of the three ships that carried Christopher Columbus and his crew on their memorable voyage in 1492 was only 90 feet long. Other larger vessels were available, but Columbus preferred the smaller ones because he thought that the earth was much smaller than it is now known to be and expected to have to sail through bays, rivers, straits and channels requiring boats that could navigate in shallow waters.

THE MAN COLUMBUS

"Columbus was a man of noble and commanding presence, tall and powerfully built, with fair, ruddy complexion and keen blue-gray eyes that easily kindled, while his waving white hair must have been picturesque. His manner was at once courteous and cordial, and his conversation charming, so that strangers were quickly won, and in friends who knew him well he inspired strong affection and respect. There was an indefinable air of authority about him as befitted a man of great heart and lofty thoughts. Out of those kindling eyes looked a grand and poetic soul, touched with that divine spark of religious enthusiasm which makes true genius."—Las Casas, *Historia*.

REFERENCES

"American Anniversaries," Dillon; P. R. Dillon Pub. Co., New York
The diary of Columbus; any library.

POEMS

Columbus.—Joaquin Miller
America for Me.—Van Dyke.
Opportunity.—E. R. Sill
Opportunity.—J. J. Ingalls.

SUGGESTED PROGRAM

Song—America.

Essay—Columbus and his work.

Address—Columbus, the man.

Song

QUOTATIONS

One example is worth a thousand arguments.—Gladstone.

Be sure you are right, then go ahead.—Davy Crockett.

God's best gift to us is that He gives not things, but opportunities.

—Alice W. Rollins.

Perseverance is a great element of success.—Longfellow.

Out of the lowest depth there is a path to the loftiest height.—Emerson.

ELECTION DAY

Election Day comes on the first Tuesday after the first Monday in November, and it is a legal holiday. On that day every American citizen has the opportunity of exercising his right of suffrage. Every person living in the United States should be a citizen of the United States.

The Secretary of the Interior has given five reasons why the foreign born should become citizens. They are as follows:

(1) Because that is the only method by which this country can remain a democracy.

(2) „Because for America's sake we wish those here to think as we do, live as we do, and have the hopes that we have for this country.

(3) Because the presence of a large body of people who are not citizens in a country gives birth to enmity on both sides.

(4) Because we want the people who live here to feel a responsibility for the conditions that exist here and that their complaint is against themselves, not against another class in the community.

(5) Because if America is not good enough to hold the entire loyalty and affection of anyone, he should make his living in the country which has his affection and loyalty.

The exercise of the suffrage right on Election Day is the privilege, not only, but an obligation which every good citizen of the United States owes to himself and to his country.

REFERENCES

Office of the State Election Board.

SUGGESTED PROGRAM

Song.

Essay—"Election Day and what it means to every citizen."

Paper on "The Australian Ballot system."

General discussion on the workings of the election machinery.

AMERICAN IDEALS

I'd rather be American than any other race I know:

I'd rather see the Stars and Stripes above me everywhere I go

Than any other flag that flies, for no man, whoso'er he be,

Can boast a better land than this which daily shelters mine and me.

—Edgar A. Guest.

THE DUTIES OF AMERICANS

1. Every man, woman and child should be able to read and write the English language.

2. Every citizen should be acquainted with two great American documents: The Declaration of Independence, and the Constitution of the United States.

3. Every citizen should be acquainted with the general principles of the American government

4. Every citizen should vote, if entitled to do so. Great progress can be made through the ballot box.

5. We should be a nation of workers and savers and thus acquire property. This makes us economically independent, and adds to our national wealth.

6. We should learn to eliminate waste.

7. Every citizen should be deeply interested in his country, and in its development, and in the advancement of our national life.

8. Each citizen should help to give his country a large place among the nations of the world. This applies to our international relations, foreign commerce and integrity.

9. Every citizen should be cultivating a larger brotherhood.

We are peculiarly blessed in this country by co-mingling of many nationalities. We have learned to respect one another; we have an excellent basis in our national life for extending the idea of brotherhood.

—Educational News Bulletin.

THE RIGHT KIND OF AN AMERICAN

Here is a description of an American that all boys and girls must make themselves fit into:

1. An American must love liberty.
2. He must know how to use his hands and his brains.
3. He must master the English language.
4. He must honor the United States above all countries.
5. He must serve his country every day.

No matter whether you were born in America or in Europe—if these five sentences describe you, you are really an American.

—My Country.

ARMISTICE DAY

NOVEMBER 11TH

Armistice Day should be observed because of its international significance. The day should be hallowed by the peoples of the world because it marked the end of the greatest of wars and heralded the dawn of peace.

In 1918, at the eleventh hour of the eleventh day of the eleventh month, the armistice was signed. And the mothers and wives of the world were relieved from the heavy load of worry and anxiety over their loved ones; commerce and education threw off the lethargy which war had imposed and looked ahead with clearer vision and renewed energy; governments were born again; and the peoples of the world rejoiced in common cause.

It is fitting that the significance of this day be impressed upon the minds of the school children of Oklahoma typifying anew, as it does, the truth that governments of, by, and for the people shall not perish from the earth.



THE SOLDIER'S DREAM—*Edward Degas*

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.—William Tyler Page.

REFERENCES

The files of newspapers for the month of November 1918.

SUGGESTED PROGRAM

Invocation

Music—America the Beautiful

Five Minute Speech, by a Student—Armistice Day, What It Means.

Music—Something appropriate.

Address—A citizen or student.

Solo—In Flanders Field.

Pantomime—To America.

Bugle Call, Reveille.

Ex-soldiers who are also ex-students march to stage and stand at attention.

Reading of School Roll of Honor.

Taps—Reading of names of dead who were students.

Music—Star Spangled Banner.

STATEHOOD DAY

NOVEMBER 16

BRIEF ABSTRACT OF TITLE OF THE STATE OF OKLAHOMA

Mar. 10, 1804	Louisiana transferred to The United States at St. Louis.
Aug 24, 1818	The Quapaws cede all land south of South Canadian River to The United States.
Sept. 25, 1818	The Osages cede land ("Lovely's Purchase") east of Arkansas River to The United States.
Oct. 18, 1820	The United States cedes all lands south of Arkansas and South Canadian Rivers to the Choctaws.
May 26, 1824	An act of Congress fixed the western boundary of Arkansas at a line drawn south to Red River from a point forty miles west from the present northwest corner of that state.
Mar. 7, 1825	The United States cedes land north of South Canadian River to the Creeks.
Nov. 7, 1825	The United States cedes land in northeastern Oklahoma to Shawnees.
Oct. 13, 1827	All of Arkansas that was within what is the present limits of Oklahoma was constituted as Lovely County, Arkansas.
May 28, 1828	The United States cedes lands to the Cherokees.
Oct. 17, 1828	Lovely County, Arkansas extinguished by an act of the Arkansas Legislature.
Apr. 12, 1834	The Seminoles acquire rights with the Creeks.
Mar. 24, 1837	The Chickasaws acquire rights with the Choctaws.
Dec. 30, 1850	Texas cedes "No Man's Land" to The United States.
Apr. 22, 1889	The "Unassigned Lands" opened to settlement.
June 6, 1890	Oklahoma Territory created.
Sept. 22, 1891	The Iowa, Pottawatomie, Sac and Fox reservations opened.
Apr. 19, 1892	The Cheyenne and Arapahoe reservations opened.
Sept. 16, 1892	The Cherokee Outlet, Kansas and Nez Perce reservations opened.
Mar. 3, 1893	Pawnee allotment agreement.
May 23, 1893	Kickapoo reservation opened.
Mar. 16, 1896	Greer County adjudged by The United States Supreme Court to be a part of Oklahoma.
Apr. 23, 1897	The Chickasaw and Choctaw Nations conclude the "Atoka Agreement" by which they agree to the allotment of their lands.
Dec. 16, 1897	Seminole allotment agreement.
May 25, 1901	Creek Allotment agreement.
Aug. 6, 1901	Wichita, Kiowa, Comanche and Apache reservations opened.
Aug. 7, 1902	Cherokee allotment agreement
Jan. 25, 1906	Osage allotment Act.
Nov. 16, 1907	Statehood.

—Dr. Emmet Starr.

GOVERNORS OF OKLAHOMA

A list of the territorial and state governors of Oklahoma follows: Territorial George W. Steel, from May, 1890 to October, 1891; Abram J. Seay, October, 1891 to April, 1892; William C. Renfrow, April, 1892 to May 1897; Cassius M. Barnes

May 1897 to May 1901; William M. Jenkins, May 1901 to November 1901; Thompson B. Ferguson, November, 1901 to January, 1906; Frank Frantz, January, 1906 to November 16, 1907. State—Charles N. Haskell, November 16, 1907 to January, 1911; Lee Cruce, January, 1911 to January, 1915; Robert L. Williams, January, 1915 to January, 1919; J. B. A. Robertson, January, 1919 to date.

STATE SEAL

In the center shall be a five pointed star, with one ray directed upward. The center of the star shall contain the central device of the seal of the Territory of Oklahoma, including the words, "Labor Omnia Vincit." The upper left hand ray shall contain the symbol of the ancient seal of the Cherokee Nation, namely: A seven pointed star partially surrounded by a wreath of oak leaves. The ray directed upward shall contain the symbol of the ancient seal of the Chickasaw Nation, namely: An Indian warrior standing upright with bow and shield. The lower left hand ray shall contain the symbol of the ancient seal of the Creek Nation, namely: A sheaf of wheat and plow. The upper right hand ray shall contain the symbol of the ancient seal of the Choctaw Nation, namely: A tomahawk, bow, and three crossed arrows. The lower right hand ray shall contain the symbol of the ancient seal of the Seminole Nation, namely: A village with houses and factory beside a lake upon which an Indian is paddling a canoe. Surrounding the central star and grouped between its rays shall be forty-five small stars, divided into five clusters of nine stars each representing the forty-five states of the Union, to which the forty-sixth is now added. In a circular band surrounding the whole device shall be inscribed, "GREAT SEAL OF THE STATE OF OKLAHOMA, 1907."

STATE FLOWER

Floral Emblem—State Emblem: That the mistletoe be hereby designated and adopted as the floral emblem of the State of Oklahoma: that this act be immediately in force upon its passage and approval.

SUGGESTED PROGRAM

Flag Salute.

Song—"Oklahoma,"

Recitation—"Land of My Dreaming," by George Riley Hall.

Essay—Early Settlers.

Song.

Recitation—"Where the West Begins," by Arthur Chapman.

Essay—"Oklahoma Geography."

Essay—"Oklahoma History."

Song—"Star Spangled Banner."

The truth is that America was planned for a nation of equals. It gives fair play to all who know how to play the game—We must all be Americans. It is the duty of every newcomer to our shores to learn English and become naturalized and become a fullfledged American as soon as possible. It is the duty of older Americans to help him in every way. Only if our people are Americans in speech and custom and understanding can our land of fair play reach its full promise of good-will to all men—Goeffrey Parsons.

MY PATRIOTIC CREED

I believe
In my country and her destiny,
In the great dream of her founders,
In her place among the nations,
In her ideals.
I believe
That her democracy must be protected,
Her privileges cherished,
Her freedom defended.
I believe
That, humbly before the Almighty,
But proudly before all mankind,
We must safeguard her standard,
The vision of her Washington,
The martyrdom of her Lincoln,
With the patriotic ardor
Of the minutemen
And the boys in blue
Of her glorious past.
I believe
In loyalty to my country
Firm, unchanging, absolute.
Thou in whose sight
A thousand years are but as yesterday
And as a watch in the night.
Help me
In my weakness
To make real
What I believe.

—New York Times.

POEMS

"L'Envoi"—Rudyard Kipling.
"The Wise Investor"—Walt Mason.
"Give Us Strong Men,"—J. G. Holland.
"The Children's Song,"—Rudyard Kipling.

SUGGESTIONS FOR COMPOSITION

Natural resources of Oklahoma.
Farming in Oklahoma.
An Oklahoma Poultry Farm.
Club Work for Boys and Girls in Oklahoma.
Consolidated Schools.
Oklahoma's State Capitol Building.
Good Roads.
The Shooting of Oil Wells.
Cotton Crops.
State Government.

Oklahoma Cities.

Battleship "Oklahoma."

Oklahoma State Banks.

The Origin and Meaning of Local Names.

The County Newspapers.

Pioneers of the County and the Location of their Settlement.

A Sketch of the Aboriginal Tribal Ownership of the Country.

Oklahoma's Game Laws.

The Vanishing Wild Birds.

THANKSGIVING DAY

THE LAST THURSDAY IN NOVEMBER

Thanksgiving Day is the one national festival which turns on home life. It is not a day of ecclesiastical saints. It is not a national anniversary. It is not a day celebrating a religious event. It is a day of Nature. It is a day of thanksgiving for the year's history. And it must pivot on the household. A typical Thanksgiving dinner represents everything that has grown in all the summer, fit to make glad the heart of man. It is not a riotous feast. It is a table piled high, among the group of rollicking young and the sober joy of the old, with the treasures of the growing year, accepted with rejoicing and interchange of many festivities as a token of gratitude to Almighty God.

Remember God's bounty in the year. String the pearls of His favor. Hide the dark parts, except so far as they are breaking out in light! Give this one day to thanks, to joy, to gratitude!—Henry Ward Beecher

The day is fixed by proclamation of the President and the Governors of the States. The earliest harvest thanksgiving in America was kept by the Pilgrim Fathers at Plymouth, Massachusetts, in 1621, and was repeated often during that and the ensuing century. Washington appointed such a day in 1789 after the adoption of the Constitution, and in 1795, for the general benefits and welfare of the nation. Since 1863, the Presidents have always issued proclamations appointing the last Thursday in November as Thanksgiving Day.

SUGGESTED PROGRAM

Opening Song—America.

Reading of President's or Governor's Thanksgiving Proclamation.

Story—The First Thanksgiving.

Recitation—Autumn Fires—R. L. Stevenson.

Song—Over the River and through the Wood.

Recitation—A Turkey's Soliloquy—Dora H. Stockman.

Recitation—Thankful? You Bet—Edmund Vance Cooke.

Essay—How to Celebrate Thanksgiving.

Song—The Corn Song—(Tune, Auld Lang Syne)—Whittier.

The school room should be decorated with flags, bunting, festoons of leaves, nuts, grains and fruits, tied with red, white and blue ribbons or stripes of tissue paper. Golden pumpkins are to be much in evidence

PICTURE STUDIES (Perry Pictures)

Embarkation of the Pilgrims. (1331)

Landing of the Pilgrims. (1332)

Plymouth Rock. (1333)

John Alden and Priscilla. (1338)

Pilgrims Going to Church. (1339)

Miles Standish and His Soldiers. (1340)



THE DEPARTURE OF THE MAYFLOWER—*Boughton*

POEMS

A Thanksgiving Wooing—Minna Irving.
 At Grandma's— M. Louise Ford
 The First Thanksgiving Day—Margaret E. Preston
 Landing of the Pilgrims—Hemans
 When the Frost is on the Pumpkin—Riley
 Father, We Thank Thee—Ralph Waldo Emerson.
 A Good Thanksgiving—Marian Douglas
 The Harvest Moon—Longfellow
 The Mayflower—Whittier
 A Thanksgiving—Lucy Larcom

ESSAY SUBJECTS

Origin of Thanksgiving
 The Pilgrims
 Home Life in Colonial Days.

QUOTATIONS

God is glorified, not by our groans, but by our thanksgivings—Whipple.

If happiness has not her seat
 And center in the breast;
 We may be wise, or rich or great,
 But never can be blest.—Burns.

A grateful heart is itself a prayer—Lessing.

Thank God for the beauty broadcast
 Over our own dear land;
 Thank God, who to feed his children,
 Opens his bounteous hand;
 Thank God for the lavish harvests.
 Thank Him from strand to strand—Margaret Sangster.

"Kindness is the music of good-will to men, and on this harp the smallest fingers may play Heaven's sweetest tones on earth."

Bent low, by Autumn's wind and rain, through husks that, dry and sere,
 Unfolded from their ripened charge, shone out the yellow ear;
 Beneath, the turnip lay concealed, in many a verdant fold,
 And glistened in the slanting light the pumpkin's sphere of gold.
 —Whittier.

"All good gifts around us
 Are sent from Heaven above.
 Then let us thank the Father
 With gratitude and love."

LIBRARY DAY

NOVEMBER 25th

Library Day is most fittingly observed on November 25th, the birthday of Andrew Carnegie, whose stimulation of a world wide library movement is one of the most important factors in present day educational development.

Library Day offers to the teacher an opportunity for creating an interest in good books and for the development of the school library. If possible talks on the use of a library and use and care of books should be given by librarian of school or Public Library and library cards may also be supplied each pupil.

No greater possibility exists in the child's educational life than the possibility of self education in the reading of great books. Boys and girls will read. You have spent many valuable hours in teaching them HOW to read, and it is now most important they should know WHAT to read. Much valuable time is wasted because they cannot discriminate between good and bad books. "If you find a twelve-year-old addicted to juveniles, and to nothing else, you may as well give the poor creature up."

Library Day with its talks on "worth while" books, their care and keeping, readings from famous books etc. will inspire a child with enthusiasm for a school library.

"Where I maie read all at my ease
Both of the newe and olde,
For a jolly good book whereon to looke
Is better to me than gold."

—Mrs. J. R. Dale,
Sec'y Oklahoma Library Commission

"They did not seem like books to him
But Heroes, Martyrs, Saints—themselves,
The things they told of, not mere books,
Ranged grimly on the oaken shelf."

—Aldrich

SUGGESTIONS FOR PROGRAM

Song—The Poet and the Child—Whittier

Recitation—Books are Soldiers—Wynne

Essay (by girl)—Andrew Carnegie, The Friend of Libraries

Story (by boy)—From Kipling or "Uncle Remus"

Talk (by boy)—Why we need Books and Libraries

Poem—From Field or Riley

Story (by girl)—Of the "Blue Bird" or "Peter Pan"

Review (by boy)—The Funniest Book I Ever Read

Dramatics—Scene from "Birds Christmas Carol"

Contests—Popular vote for favorite characters in books.

Names of ten receiving most votes to be written on board.

Contest—Pupils to make list of books they prefer Best list to be written on board.

"The most imperative duty of the state is the universal education of the masses. No money which can be usefully spent for this indispensable end should be denied. Public sentiment should, on the contrary, approve the doctrine that the more that can be judiciously spent, the better for the country. There is no insurance of nations so cheap as the enlightenment of the people."

—Andrew Carnegie

Any of the following books dramatized and acted by boys and girls may be used in connection with Library Day Programs.

Little Women—Alcott
 Master Skylark—Burnett
 Barnaby Lee—Bennett
 Secret Garden—Bennett
 Through the Looking Glass—Carroll
 Will Shakespeare, Little Lad—Clark
 Washington, the Spy—Cooper
 The Toy Shop—Gerry
 Mother Goose Party—Mother Goose
 Birds Christmas Carol—Wiggin

TOPICS FOR ESSAYS

The Character in a Book I should like to be.
 The Character in a book I should like to have for a friend.
 The Kind of a Book I really like to read.
 Sketch of the life of Louisa M. Alcott.
 How the Free Traveling Libraries help our School.
 How Books are made.
 My Favorite Hero.
 Book Friends in our School Library.

REFERENCES

Childrens Books and Reading—Moses
 Childrens Reading—Olcott
 Books for boys and girls of Oklahoma—Oklahoma Library Commission
 Girls in Bookland—Hawthorne
 Great books as Life Teachers—Hillis
 Literature for Children—Lowe
 Literature in the Elementary School—Mac Clintock
 Library and School—Bostwick
 Plays for School Children—Lutkenhouse
 Plays, Pantomines, and Tableaux for Children—Smith
 St. Nicholas Book of Plays and Operettas—Century Co.

RIDDLE (FOR BLACKBOARD)

My house is very large and tall
And ranged on shelves near every wall
A million friends there wait for me
In patient, wise security.
They know far more than you or I
They are the dreamers of the sky
They are the friends that never die.

Answer—The Library

QUOTATIONS

Magic casements, open wide
Ebb and flow, thou fairy tide
Eager-heart, the Dauntless lad
Glimpses galleys, armor clad,
Manned by heroes, sailing home
From the Land of Mosque and Dome.
Close not casements, till their eyes
Visions see of Paradise.

—N. A. Smith

He who is not possessed of such a book as will dispel many doubts, point out hidden treasures, and is, as it were, a mirror of all things is ever an ignorant man.—From old Maxim

Writers are to their readers little new worlds to be explored; and each traveler in the realm of literature must needs have a favorite hunting ground which, in his good will—he would wish others to share with him.—Galsworthy

Books are never peevish, never traitorous, never speak unless spoken to, they have a larger service in the sympathies that they engender by the laughter and the tears they evoke; bringing together the distant and the diverse, the old and the young, the rich and poor, the cheerful and forlorn, the men to whom opportunity is a gift and the man for whom it must be a struggle; and we glow with recognition of this as a social service, human and far-reaching.

—Herbert Putman

A little gate my book can be
That leads to fields of minstrelsy,
And though you think I sit at home
Afar in foreign fields I roam.

—Wynne

WHAT THE BOOK SAID TO THE BOY

"You are old, little book," the small boysaid,
"Yet your pages are still clean and white,
Your covers are stiff and your corners are straight,
Do you think at your age it is right?"

"In my youth," said the book,
 "I came into the hands of children who
 handled with care,
 They opened me gently, their fingers were clean,
 My margins they kept clean and fair.

 They never used pencils as book marks,
 or tried
 To pull me a part in their strife,
 With such care and treatment, my strength
 and my looks
 Will last me the rest of my life."

—Anne T. Eaton

O, child, O, youth, a treasure house behold
 A store more precious than the purest gold.
 The poet from all times and from all lands
 Have given here into your blessed hands.
 And ye inherit all the treasure vast
 That hath been left you by the storied past.

—Thomas

A house without books is like a room without windows. Mann

A good book is a good friend. It will talk when you want it to talk. It will keep silent, when you want it to keep silent. And a library is a collection of friends. Abbott

Great books are great souls, which have left the bodies of great beings, and have come to talk to us. Swing

Good books, are like goods friends, are few and chosen. The more select, the more enjoyable. Chandler

He who has not been "presented to the freedom of literature" has not waked up. He can't see, he can't hear, he can't feel in any full sense. He can only eat his dinner. Bostwick

The book to read is not the one that thinks for you, but the one that makes you think.—McCosh

FOR BLACKBOARD

- I I am the recorder of the ages.
 A I speak every language under the sun and enter every corner of the earth.
 M I bring information, inspiration and recreation to all mankind.
 T I am the enemy of ignorance and slavery, the ally of enlightenment and liberty.
 H I am always ready to commune with man, to quicken his being, to spur him on, to show him the way.
 E I treat all persons alike, creed or condition.
 B I have power to stretch man's vision, to deepen his feeling, to better his business and to enrich his life.
 O I am a true friend, a wise counsellor and a faithful guide.
 O I am as silent as gravitation, pliant and powerful as the electric current and enduring as the everlasting hills.
 K I AM THE BOOK.

Safe in our seats with book in hand,
We travel swiftly through the land,
We sail the sea, the sky, and all,
And never fear to sink or fall.
We make far journeys every day
But never stay abroad to play.

—Wynne

I know a man who thinks he's poor,
But he is rich indeed,
He has a chair, a friend who's sure
And three good books to read.

—Wynne

My book holds many stories
Wrapped tightly in itself
And yet it never makes a noise
But waits upon my shelf,
Until I come and take it;
Then soon my book and I
Are sailing on a fairy sea
Or floating in the sky.
My book and heart
Must never part.

HEALTH CRUSADE WEEK

DECEMBER

The Modern Health Crusade is essentially a system of teaching that imparts good health habits. Under it pupils DO the duties explained in the text-books on hygiene and physiology, and interest is given to their study.

Literally millions of school children from the first to the twelfth grades, have enlisted as workers in the Crusade movement. This success is due to the interest in health aroused by introducing the elements of play, romance and composition into the study and practice of hygiene, and by a concrete program with tangible rewards. The Crusade dramatizes the pursuit of health in a modern chivalry. Pupils acquire knightly honors through fidelity to health duties.

Any school in Oklahoma may give its pupils the benefit of the Crusade system. It is primarily home work and links the home and the school co-operatively. For explanation of the Crusade and the suggested programs mentioned below, the teacher should secure the Manual by application to the Oklahoma Tuberculosis Association, 315 Oklahoman Building, Oklahoma City.

MODERN HEALTH CRUSADE WEEK

Superintendent R. H. Wilson has designated December 5th, to 9th, as Health Crusade Week in the public schools of the State of Oklahoma. This week is to be indeed a "*Health Week*," making use of the various subjects such as physiology, composition and drawing, for the presentation of health facts. The general program of the week is based on the Health Chores of the Modern Health Crusade.

SUGGESTED DAILY PROGRAMS

MONDAY

Opening Exercises.

1. Teacher explains purpose of Christmas seal sale.
(a) Proceeds help secure state tuberculosis sanatorium.
2. Health Crusade song, Tune "Pack Up Your Troubles."

Physiology. Subject: Chores 1-2-3. Communicable Diseases.

1. Source of infection;—body discharges.
2. Channel of infection;—inhalation, ingestion.
3. Manner of transmitting infection;—hands.
4. Route of infection

Germ Carrier—His Hands	<table border="0"><tr><td>{</td><td>Telephone Receiver</td><td>}</td></tr><tr><td>{</td><td>Doorknob</td><td>}</td></tr><tr><td>{</td><td>Books</td><td>}</td></tr><tr><td>{</td><td>Money</td><td>}</td></tr></table>	{	Telephone Receiver	}	{	Doorknob	}	{	Books	}	{	Money	}	My hands—my Mouth
{	Telephone Receiver	}												
{	Doorknob	}												
{	Books	}												
{	Money	}												

Composition. Suggested Subjects:

1. How Typhoid Fever is Spread by the Hands.
2. How to Prevent Disease Germs getting into the Mouth.
3. Health Value of Clean Hands.

Drawing. Similar subjects can be made use of for drawing as for composition.

TUESDAY

Opening Exercises.

1. Inspection of Hands and Nails.
2. Crusader's Song, Page 21—Manual.
3. What the Christmas seal sale is and does. (b) Makes possible Free Tuberculosis Clinics.

Physiology. Subject—Chores 4-5.

1. The danger of spitting, coughing, sneezing. Presented as a continuation of yesterday's subject. Communicable Diseases.
2. Hygiene of the teeth.
 - a. Decay due to action of bacteria.
 - b. Action of bacteria favored by deposit of tartar.
 - c. Food supply for bacteria and favorable conditions for action removed by use of tooth brush.
 - d. Proper method for using tooth brush.

Composition. Suggested Subjects:

1. Bacteria and decay of teeth.
2. What makes teeth ache.
3. A clean mouth,—what it is and what it does.
4. Why I do not spit.
5. The cost of a sneeze.
6. Hygienic reasons for Chautauqua salute being no longer popular.

WEDNESDAY

Opening Exercises.

1. Tooth brush drill, see Manual, Page 14.
 2. What the Christmas sale sale is and does. (c) "Provides the Public Health Nurse."
 3. Song—"This is the Way we all Keep Well,"—Manual, Page 22.
- Physiology. Subject: Hygiene of Recreation and Rest. Chores 6 and 7.

1. Time.
 - a. Morning or evening.
 - b. Too much of either is unhygienic.
2. Place.
 - a. Open Air.
3. Manner.
 - a. Reclining, Sitting, Sleeping.

Composition. Subjects:

1. My favorite play out of doors.
2. My favorite play indoors with windows open.
3. How to keep warm at night,—with windows open.
4. The Windows Open.

THURSDAY

Opening Exercises.

1. Setting up Exercises. See Manual, Page 15.
2. What the Seal Sale is and does. (d) Makes possible the Modern Health Crusade.
3. Song—"Happy Young Crusaders." Manual, Page 21.

Physiology. Subjects: Hygienic Eating and Drinking. Chores 8-9.

1. Food.
 - a. Kind.
 - b. Quantity.
 - c. Food handlers.
2. Water as a Food.
 - a. Source of pure drinking water.
 - b. How stored and protected to keep pure.
 - c. Unhygienic to use too much at meal time.
 1. Tends to insufficient mastication.
 2. Tends to overeating.
3. Tea and Coffee.
 - a. Are not foods,—contain caffeine and tannic acid.
 - b. Affect nervous system.
 - c. Retard gastric digestion.

Composition. Suggested Subjects;

1. The Story of a Glass of Drinking Water.
2. A properly constructed well.
3. Food and Health.

FRIDAY

Opening Exercises.

1. Song,—“Clean Up Song.” Tune—Marching Through Georgia.
2. Organization for Seal Sale based upon conference with local seal sale chairman.
3. Setting Up Exercises. See Manual, Page 15

Physiology. Subject: Hygiene of Posture, Mental Attitude and Bath. Chores 10-11.

1. Correct posture prevents crowding of internal organs. “It is not the load which breaks the bearer down, but the way in which the load is carried.”
2. Mental Attitude influences Circulation, Digestion, Sleep.
3. Bath.
 - a. Stimulating.
 - b. Cleansing.
 - c. Best time for taking.

Composition. Suggested Subjects;

1. The Boy who Slouches.
2. The Girl who Slouches.
3. The Story of the Christmas Seal.
4. Why I sell Christmas Seals.

FREE HEALTH LITERATURE

Distributed by the Oklahoma Tuberculosis Association.
315 Oklahoman Bldg., Oklahoma City.

1. SCHOOL HYGIENE.

Health Education in Schools
Open Air Schools
Communicable Diseases Among School Children.
Health Stories
Daily Health Guide Chart (17"x28")
Diet for the School Child
Class Room Weight Records
Height and Weight Cards

2. CHILD AND INFANT WELFARE.

My Baby
What do Little Growing Children Need
Is Your Child's Birth Recorded
Breast Feeding
Care of the Mother
Bottle Feeding
Feeding the Child
Motherhood
The Child
All About Milk
How to Conduct a Child Health Conference

3. TUBERCULOSIS.

What You Should Know About Tuberculosis
War on Tuberculosis
What is Tuberculosis
How to Prevent Tuberculosis
After the Flu is Over
War on Consumption
Fake Consumption Cures
Sitting and Sleeping in the Open Air
How to Get Well
"Don't" Card

4. MISCELLANEOUS AND SPECIAL REPORTS.

Educational Service
Aims, Methods and Accomplishments of the Oklahoma Tuberculosis Association.
Some Forward Steps in the Oklahoma Tuberculosis Campaigns Fighting Tuberculosis in Oklahoma.
Why Business Men Should be Interested in the Conservation of Public Health.

HEALTH MOTION PICTURES

(These films will be loaned free. The only cost to the borrower is the expressage to and from the state office.)

1. "BRINGING IT HOME",—

Illustrates what a child welfare station can accomplish in a community.

2. "THE MODERN HEALTH CRUSADE",—

A fairy story emphasizing the advantage of putting into effect the principles of personal hygiene. (This film is especially suitable for presentation to school children.)

3. "JINKS",—

A comic cartoon film, and shows why Jinks, who lives in a tomato can with Mike Robe, changes his ways of unsanitary living.

4. "THE TEMPLE OF MOLOCH",—

Intensely dramatic, showing the need of better sanitary conditions in factories and industrial establishments. The story closes with a happy Christmas scene.

5. "THE PRICE OF HUMAN LIVES",—

How a beautiful daughter of a patent medicine swindler brought her father to realize the dreadful evil of his business. Tuberculosis Christmas seals are featured in a dramatic way.

TUBERCULOSIS

Extent of Tuberculosis.

1. More than 150,000 people die of tuberculosis in the United States every year, and there are over one million active cases of tuberculosis in this country.
2. It is estimated that there are 3,000 deaths from tuberculosis in Oklahoma every year and at least 40,000 active cases.
3. One-third of all deaths between the ages of 18 and 45 years are due to tuberculosis.
4. Tuberculosis is four times as prevalent among the colored as among the white people.
5. The eradication of tuberculosis in the United States would mean a saving of twenty-five to fifty billion dollars to the people of this country, and the length of the average life would be extended about two and one-half years.
6. In 1904 the death rate from tuberculosis in this country was 200.7 per 100,000 population, in 1918 the rate was only 149.1 per 100,000, showing a very favorable decrease in mortality from tuberculosis.

Cause of Tuberculosis.

1. Tuberculosis is caused by a very small germ known as the tubercle bacillus.

Source of Infection.

1. Sputum from active cases.
2. Milk from tuberculous cows.

How Tuberculosis is Spread.

1. Coughing and spitting by tuberculosis patient.
2. Use of infected dishes and other objects.
3. Drinking milk from tuberculous cows.

How to Prevent Tuberculosis.—"Tuberculosis is Preventable."

1. Maintain and develop physical resistance by the practice of the principles of personal hygiene.
 - a. Eat good food.
 - b. Work, rest and play moderately and wholesomely.
 - c. Be temperate in habits.
 - d. Keep body clean.
 - e. Have wholesome thoughts.
 - f. Live in fresh air and clean environment.
2. Avoid infection.
 - a. Drink only pasteurized milk or milk from tuberculin tested cows.
 - b. Keep hands and everything that could have become infected from the mouth.

For Early Discovery of Tuberculosis.

1. Have thorough physical examination by competent physician every six months.
2. Consult physician whenever any of the following symptoms are present:
 - a. Persistent cough or cold lasting three weeks or longer.
 - b. Loss of weight and appetite.
 - c. Run-down, tired feeling.
 - d. Persistent pain in the chest.
 - e. Afternoon temperature.
 - f. Night sweats.
 - g. Spitting of blood or streaks of blood in sputum.

How to Cure Tuberculosis. "Tuberculosis is Curable."

1. Early discovery of disease is necessary.
2. Rest, wholesome food and fresh air, are required.
(Sanatorium care insures these requisites and also eliminates the possibility of infecting others.)
3. Avoid patent medicine; advertised cures; alcohol.

How to Eradicate Tuberculosis in Oklahoma.

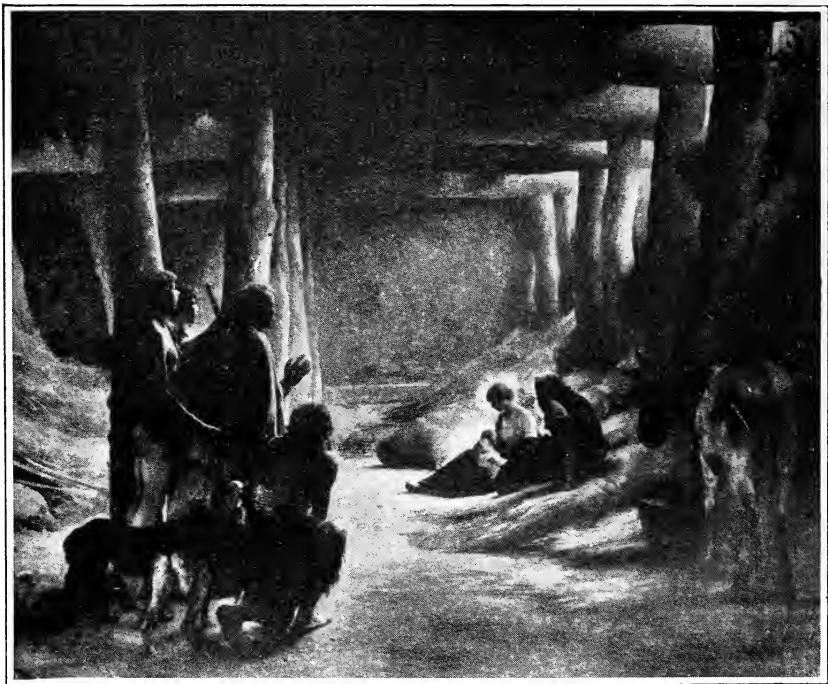
1. People must be educated as to the nature, treatment and prevention of the disease.
2. A public health nurse in every county.
3. A free tuberculosis clinic in every county. (Free as a school is free.)
4. Free sanatorium care for tuberculosis patients. Number of beds should be equivalent to the yearly deaths from tuberculosis.

The Christmas Seal Sale.

1. Makes possible the free distribution by the Oklahoma Tuberculosis Association of Literature, films and panels for educating the people of the state as to the nature, treatment and cure of tuberculosis.
2. Helps to finance the Modern Health Crusade, which inculcates into the youth the practice of the principles of personal hygiene.
3. Helps to establish free tuberculosis clinics.
Free clinics have already been established in Oklahoma City, Tulsa, Muskogee, Bartlesville, Blackwell, Enid, Shawnee and Ardmore.
4. Helps to get the state sanatoria at Clinton, Talihina and Boley.

REFERENCES

- An Autobiography—E. L. Trudeau.
Doubleday, Page & Company, New York City.
- Pulmonary Tuberculosis—Fishberg.
Lea & Febiger, Philadelphia, Pa.
- Tuberculosis—Its Cause, Cure & Prevention—Otis.
Thomas Y. Crowell Co. New York City.
- What You Should Know About Tuberculosis.
Oklahoma Tuberculosis Association.



ADORATION OF THE SHEPHERDS—*LeRolle*

CHRISTMAS DAY

DECEMBER 25TH

Christmas Day is Christ's Day. The lessons and teachings of His life should form the theme of our thoughts on that day especially. Too often the mistake is made, perhaps unconsciously, of directing the thoughts of the children to Santa Claus rather than to Him whose birthday it is. The making of gifts is in accord with His example but good care should be taken to impress upon the minds of the children that the greatest joy to be attained in observing the day lies in the GIVING rather than receiving.

Christ's life was simple. In commemorating His birthday would it not be well to go about it in a simple, sincere manner—a bit of song and story, a word about the central character of the day, a discussion on ways and means of spreading the joy of the occasion to others less fortunate, and a gift tree?

Let us strive to make the question nearest the hearts of the children before and on Christmas Day be "What can I do for others" rather than "What will Santa Claus bring me?"

The study of Christmas in other lands is an interesting and profitable study to be correlated with geography work as the Christmas season draws near.

The children may take imaginary journeys to the different countries, joining in their Christmas festivities. After a class reproduction has been written, the best paper may be laid aside to be used in the Christmas program.

The value of pictures in this work cannot be over estimated, and a good supply of them should be on hand.

This spirit of good fellowship also finds expression in the custom which cities are adopting of "planting" and loading with gifts a huge Civic Christmas tree.

SUGGESTED PROGRAM

Song—Christmas Bells—Longfellow
Reading—The Christmas Message
Story—Christmas with Tiny Tim—Dickens.
Recitation—God Bless Us—James Whitcomb Riley
Music—Selected
Story—The Christmas Sheaf—Phoebe Cary.
Reading—The Coming of the Prince—Eugene Field
Talk—Carrying Christmas to the Needy.
Song—Joy to the World.
Gift Tree.

REFERENCES

Any library—public or private.

POEMS

Christmas Treasures—Eugene Field.
Christmas Bells—Longfellow.
Tiny Tim—Sangster.

Ring Out, Wild Bells—Tennyson
The Christmas Glow—Charles Crandall.
Three Kings—Longfellow
The Loving Cup—Margaret Sangster.
Star of the East—Eugene Field.
The Christmas Message—Jane Andrews.
Christmas Everywhere—Phillips Brooks.
O Little Town of Bethlehem—Phillips Brooks.
Merry Christmas—Louisa M. Alcott.
While Shepherds Watched—Margaret Deland.

QUOTATIONS

Awake, glad heart! get up and sing!
It is the birthday of the King.
—Vaughn.

Heap on more wood! the wind is chill!
But let it whistle as it will.
We'll keep our merry Christmas still.
—Scott.

The yearly course that brings this day about,
Shall never see it but a holiday.
—Shakespeare.

I heard the bells on Christmas Day
Their old, familiar carols play,
And wild and sweet
The words repeat,
Of "Peace on earth, good-will to men."
—Longfellow.

CHRISTMAS PROVERBS

"Pass on to others the kindnesses you daily receive."
"Help given promptly is twice given."
"Scatter seeds of kindness."
"Strive to leave the world better than you find it."
"The hand of the giver is ever above that of the receiver."
"The heart that loveth most hath most, of sweetness and content."
"Daily on the hearts of others we write our autographs."
"The bravest are the tenderest, the loving are the daring."

NEW YEAR'S DAY

JANUARY 1ST

The observance of the first day of the year as a holiday is of very ancient origin. The celebration of the New Year begins New Year's Eve, at which time families, and the general public "see the New Year in," with feasting and the interchange of greetings and felicitations. The churches hold midnight services on New Year's Eve. The New Year's dinner is an important feature of the New Year celebration in each family, after which the old custom of receiving New Year calls is still generally in vogue. The President of the United States holds open house on New Year's Day.

Through the mails go countless numbers of New Year's greetings and best wishes, and next to Christmas is a most enjoyable great day.

Each New Year's Day is an important day. The events of the past year are reviewed. Our successes and our failures together with their causes stand out clearly before us. The New Year's resolutions we make is the appeal we make of ourselves and the pledge that the New Year will be a better one for us and our world. The destiny of multitudes have been fixed by the New Year resolutions. The worth of this day to this world's welfare will never be fully known.

The New Year Season occupies an important place in the school year and as such should be taken advantage of in an effective way by teachers and pupils. In as much as schools are usually not in session on New Year's Day the school days before and after January 1st should be so used as to secure for the boys and girls the best possible results.

AN APPEAL TO BOYS

This appeal to boys from David Starr Jordan is worthy of an important place in the schoolroom. The thinking and growing public school pupils will find in this an appeal to their better selves.

"Your first duty in life is toward your afterself. So live that your afterself—the man you ought to be—may in his time be possible and actual.

"Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself.

"What will you leave for him?

"Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time? Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted; a mind diseased; a will untrained to action; a spinal cord grown through and through with devil grass of that vile harvest we call wild oats?

"Will you let him come, taking your place, gaining through your experiences, hallowed through your joys, building on them his own?

"Or will you fling his hope away, decreeing, wanton-like, that the man you might have been shall never be?"

"This is your problem in life—the problem of more importance to you than any or all others. How will you meet it—as a man or as a fool?"

"When you answer this, we shall know what use the world can make of you."

SELECTIONS

"The Chambered Nautilus"

"The New Year"—John Greenleaf Whittier.

"A Big Resolution: If"—Rudyard Kipling.

"Jack Frost"—Selected.

"Now"—R. C. Skinner.

"The Year is Going, Let Him Go"—Alfred Tennyson.

"Opportunity"—The Outlook.

"The Little New Year"—Anne P. Johnson.

"In God's Keeping"—Arthur E. Haynes.

"A Happy New Year"—Margaret E. Sangster.

A NEW YEAR PLEDGE

A life is measured by what we put into the world. I shall make this year more valuable than any previous one by crowding more service into it.

—Commoner.

THRIFT DAY
JANUARY 10TH
TEACHING AND PRACTICING THRIFT

"There is a thrift of time, a thrift of talents, of energy, of effort, of labor-saving and economy producing, of health and physical being, of moral stamina, of natural resources. The conservation and proper use of all that pertains to the best interests of individual or society, and the elimination of waste everywhere, are principles to be universally recognized. The emphasis upon otherwise waste material must find expression in upkeep and repair; in care of person and property, in housing and protection of tools, utensils, equipment. Salvage there must be, both material and human, and conservation of soil and water and forests and fuel. We must pass forward to coming generations the results of our legitimate inheritance—not alone our human and social inheritance and achievements, but the inheritance and achievements of the resources of nature."

"In these days of high prices and extravagant tendencies every effort should be made to earn, and invest, and save. Economic prosperity depends more often on the disposition of the income than on the amount of the income or salary received. Every child should early start a bank account, should be made responsible for earning something and should become familiar with simple business practices. A thrift program at school and at home involves the adoption and use of a budget system, both for individual and home. In no better way can there be spread intelligent thrift habits than by wise spending, judicious investment and daily use of the budget."

What are you doing now to make your future safe?

"It is what you save, not what you earn, that insures your prosperity and happiness in the years to come."

Are you laying the foundation now that in later years you will be physically fit, economically safe and morally sound?

SUGGESTED PROGRAMS
PRIMARY

Chorus—Patriotic Song.

Address—The Meaning of this Meeting.

Recitation—How Do I Know When I'm Thrifty—Alberta Walker.

Recitation—"There is a Boy in Our School."

Play—"The Three Bears of To-day."

Chorus—Stamps. (Tune, Smiles)

Recitation—The Garden Soldier's Song.—Alberta Walker

Recitation—Our Flag.—Mary Howlister

Closing Chorus—Patriotic Song.

UPPER-GRADE

Chorus—Patriotic Song.

Address by pupil—"How and Where We Will Save."

Recitation—To-day.—Thomas Carlyle.

Recitation—Opportunity.—Edward Rowland Sill.

Chorus—

1920

I ONLY GET \$100
A MONTH
I'LL NOT TRY
TO SAVE ANY
'TIL I GET A
LARGER SALARY



THRIFT
SAVINGS
BANK

I ONLY GET \$75
A MONTH BUT
I'M GOING TO
SAVE PART OF IT
UNTIL I GET
MONEY TO GO
INTO BUSINESS
FOR MYSELF



9

1950

REPORTER: "TO WHAT DO YOU ATTRIBUTE
THE CAUSE OF YOUR FINANCIAL FAILURE
IN LIFE?"

LABORER: "FAILURE TO PRACTICE THRIFT
AND ECONOMY WHILE A YOUNG
MAN"



THRIFT
SAVINGS BANK
CAPITAL \$50,000



REPORTER: "TO WHAT DO YOU ATTRIBUTE
YOUR SUCCESS?"

PRESIDENT: "RESOLVING WHILE A
YOUNG MAN TO SAVE A PART OF MY
INCOME FOR THE PURPOSE OF
STARTING A BUSINESS OF MY OWN"

Designed by R. H. Wilson

Drawn by W. T. Hunt

THRIFT TO-DAY AND THE RESULTS 30 YEARS LATER

Four-minute Speech.

Recitation—"How to be Happy."

Declamation—

Chorus

Recitation—"Peace Hymn of the Republic."

Play—The Handmaid.—Henrietta F. Dunlap.

Chorus—

HIGH-SCHOOL

Chorus—Patriotic Song.

Opening Address—"Our Debt to Uncle Sam."

Four-minute speech.

Recitation—"The Boy Columbus."

Declamation—Thrift.—Dr. Frank Crane.

Chorus—

Four-minute speech.

Play—Where's Your Money.—Henrietta F. Dunlap

Chorus—

REFERENCES

Bulletin issued by Savings Division, U. S. Treasury Department, Washington, D. C. "Thrift Day Program."

"Teaching Thrift." Outline for school use prepared under direction of Director for Educational Institutions, Savings Division, 25 Arch Street, Boston, Massachusetts.

"History of the Thrift Movement in America." by S. W. Straus, Published by J. B. Lippincott Co., Philadelphia, Pa.

"THE TEN COMMANDMENTS OF THRIFT"

1. Spend less than you earn.
2. Make a budget (that is to say, figure on what income you can expect and then plan your expenditures so as to keep them within this expected income.)
3. Keep a record of your expenditures.
4. Have a bank account.
5. Carry life insurance.
6. Make a will.
7. Own your own home.
8. Pay your own bills promptly.
9. Invest in Government securities.
10. Share with others—that is to say, give what you can to all good causes.

TEACHERS! TEACH THRIFT

The teaching of Thrift in the public schools has a good start but too many teachers think that the time for this has past. It is more important now than ever and it is a subject that is vital to all. Thrift as it relates to the earning, saving and expenditure of money is important but the Larger Thrift affects all the activities of the school and the community. There is a Thrift of everything that is good and the right kind of teaching will apply this to all worth while endeavors.

Teachers, plan your work to teach Thrift as you have never taught and thought of it before. Thrift teaching is real teaching.

THRIFTOGRAMS

Thrift means intelligent spending and implies foresight.—Frank Crane.

Thrift takes you up the ladder—waste brings you down.

—John Wannamaker.

Thrift is not a hardship, it is a habit. Thrift is the one investment that always pays dividends.—Isaac Marcossou.

Thrift implies self control. We are masters of self, not slaves of self.

Life is not made for savings but savings are made that life here and now may be more abundant.—Bolton Hall.

Thrift is such a simple thing and it means so much. It is the foundation of success in business, of contentment in the home, of standing in society.

—Russell Sage.

Nothing but harmony, honesty, industry and frugality are necessary to make us a great and happy Nation.—George Washington.

Teach economy. That is one of the first and highest virtues. It begins with saving money.—Abraham Lincoln.

LEE'S BIRTHDAY

JANUARY 19TH

American history is replete with the names of men whose lives command our respect and admiration even though we may disagree with their political or religious beliefs. Forgetting all else we keep the memories of their services to the country fresh in our minds. Of these men, few can lay greater claim to the love and admiration of succeeding generations than Robert E. Lee.

As a military commander, his only rivals in American history are Washington, Grant and "Stonewall" Jackson. He revolutionized modern military strategy by originating the system of long lines of trenches for defense. His defense of Petersburg and Richmond had been studied intensively by all the military schools of Europe for fifty years prior to the Great World War.

As a military man, and as a citizen his life affords us a study rich in all the essentials that go to make up American citizenship.

BIOGRAPHICAL SKETCH

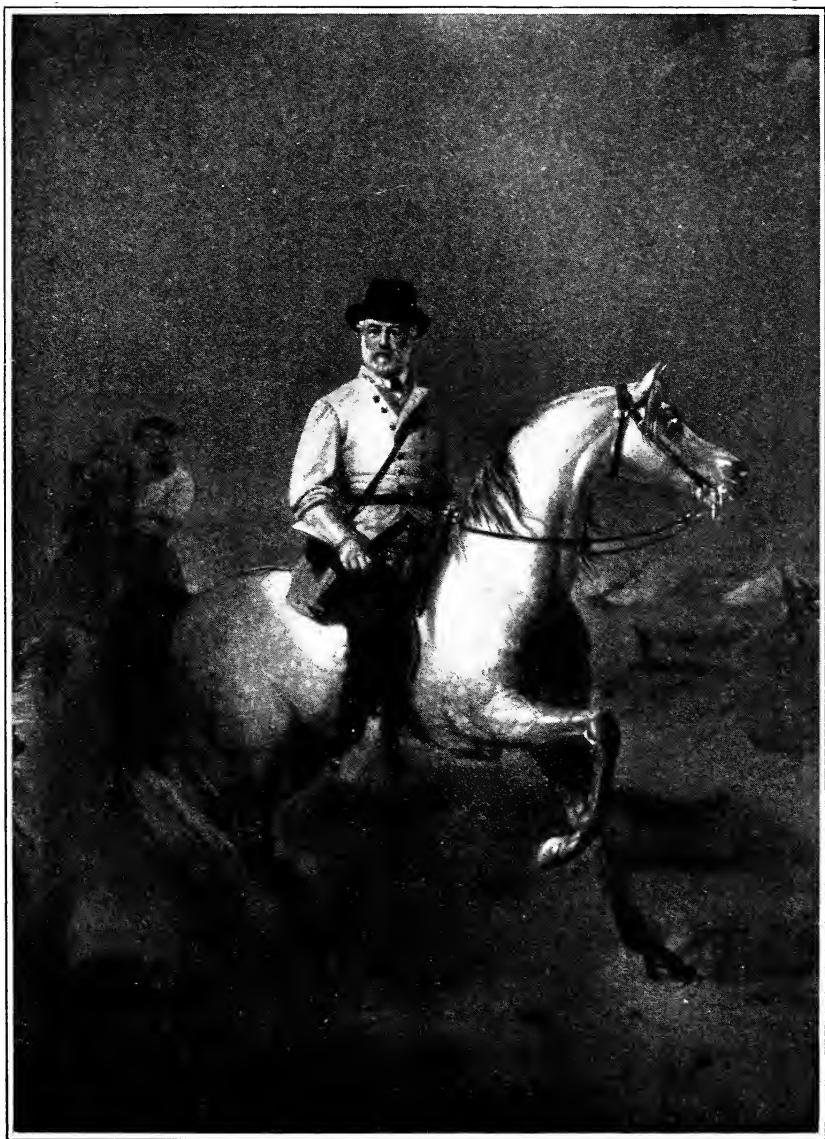
Robert Edward Lee was born January 19, 1807, at Stratford, Westmoreland County, Virginia. The son of "Light Horse Harry" Lee, a distinguished cavalry leader in the Revolutionary War, and Anne Hall Carter.

Early in life he resolved on a military career and after his early school work was done he entered West Point in 1825. Because of his diligence he graduated in 1829, second in his class. From his graduation he entered the Engineer Corps and was assistant to the chief engineer of the army in Washington in 1834. In 1831 he married Mary Parke Custis, the great-grand-daughter of Martha Washington. In 1837 he was in charge of the work of protecting St. Louis from the erosion of the Mississippi, and in 1842 he took charge of the defenses in New York harbor where he remained until the outbreak of the Mexican War in 1846.

The Mexican War record raised him to the rank of colonel and General Scott pronounced Colonel Lee "the greatest living soldier in America." In 1852 Lee became superintendent at West Point where for three years he rendered noted service. In 1855 he saw service in western Texas against the Indians, remaining until 1861 when he was recalled to Washington. On one of his visits to see his family he commanded the troops which suppressed the John Brown raid.

"Now came the Spring of 1861. With it came war, war between the states. The states of the North and South had been quarreling for many years. They differed as to the taxes they should pay and the way the country should be ruled. They differed as to whether people should have slaves or not. Hot-headed people on both sides said bitter things. The more they quarreled, the angrier they became."

"Lincoln said the Southern states should be made to stay in the Union. So he called for seventy-five thousand soldiers to send against them. He needed a good general to put at the head of the army. Who should it be? General Scott, who had led the army in Mexico, was too old. Scott said, "Robert Lee is the best soldier I ever saw in the field. He will show himself the foremost captain of his time. Make him chief of the army. He will be worth fifty thousand men to you."



GENERAL LEE ON HORSEBACK

"So President Lincoln sent and asked Lee to take charge of his army. Lee said "no." He loved the army and he loved the Union. "If four million slaves in the South were mine," he said, "I would give them all up to keep the Union." But Virginia was his mother state. He could not fight against her. "I must go with Virginia," he said. He gave up his place in the United States army and took command of the Virginia troops."

REFERENCES

"American Anniversaries," Dillon; P. R. Dillon Pub. Co. N. Y. City.
Any American History.

SUGGESTED PROGRAM

Song

Essay—The Legacy of Lee.

Short Addresses on: Lee, the man

Lee, the soldier

Lee, the teacher

Song.

LEE

A passion of conflict—County or State!

Allegiance or loyalty!—which clearer the call?

Man of the nation, a name blazoned high

On escutcheons of glory—

Should he part with the past in which they—his people—

Had writ deep and fast—Lee.

Harsh, bitter, and cruel the struggle,

Then—white and undimmed

The alter of Duty shone out of the dusk,

And Love burned away all dreaming of dross,

But he knew not, when yielding one sworn for another,

He had carved on the heart of his country forever—Lee.

—Kate Langley Boshier.



THE BOY SCOUTS

BOY SCOUT DAY

FEBRUARY 8TH

February 8th, 1910 was the birthday of the organization known as the Boy Scouts of America. It is therefore fitting that each year this date be observed in the public schools of Oklahoma. The week in which the 8th comes can well be designated as Boy Scout Week and will offer many opportunities for emphasizing the manly traits in daily life that have made this organized body of boys noted. This same week can be used to study the various clubs, organized for girls, which offer training specially fitted to develop the girl life.

The Boy Scouts of America is the largest volunteer organization in the world. The movement has grown to such an extent that upon its tenth birthday it had enlisted 364,226 boys in addition to the 500,000 who have passed the work. Each one of these boys is pledged to do a good turn daily. And what is a good turn? It is an act of unselfish service done with no thought of praise or reward, rendered simply and sincerely for sheer good will's sake.

Since the Boy Scout movement is meeting with wonderful success in making boy life cleaner and stronger physically, mentally and morally, is it not worth while to direct the attention of the school children of America to the daily "good turn" habit? No one can doubt that these 364,226 boys with their all-round "nth" power are not going to help leaven the mass of human selfishness and indifference to the needs of the other fellow. No one can deny that the "good turn" multiplied by thousands and multiplied again by the three hundred sixty five days of the year is not going to make an appreciable dent in our social order.

The public schools of the country can render no greater educational service to our boys and girls than to foster the "good turn" habit in the minds and hearts of each one. No school can consider itself progressive without organizing a Boy Scout troop.

REFERENCES

National Headquarters, Boy Scouts of America, 200 Fifth Ave. New York City.

Boys' Life, The Boy Scouts' Magazine.

Standard books and magazines devoted to subjects in which Scouts are to pass examinations.

SUGGESTED PROGRAM

Song

Address—The Boy Scout Movement of America

Essay—Scoutcraft Instruction.

Talk—The Daily Good Turn.

Song—Boys' Chorus.

Talk—The Boy Scout Method of Nature Study.

Study—The Scout Law.

Song—America.

THE SCOUT OATH

On my honor I will do My best—

1. To do my duty to God and my country and to obey the Scout Law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight.

THE SCOUT LAW

1. A scout is trustworthy.
2. A scout is loyal.
3. A scout is helpful.
4. A scout is friendly.
5. A scout is courteous.
6. A scout is kind.
7. A scout is obedient.
8. A scout is cheerful.
9. A scout is thrifty.
10. A scout is brave.
11. A scout is clean.
12. A scout is reverent.

A MEANS TO AN END

"Character development is the real objective of the Boy Scout Movement. Every step in the Scouting program is but a means to this end. The variety and interest of, as well as the practical tests are, after all, but a means for holding the interests of the boy, pledged to the Scout Oath and Law, under such leadership as will bring about character development. Likewise the whole scheme of merit badges is primarily for this same purpose. The form of troop organization, the scoutmaster and his assistants, the local council, and indeed the National Council and all of its officers, are also but a means to this end."

"The Character development manifests itself in health, efficiency, chivalry, loyalty, patriotism and good citizenship."

ENDORSEMENTS

The Boy Scout movement is setting an example that our whole public school system ought to follow.—Dr. Charles W. Eliot.

The spirit of chivalry, the salt of civilization, is one of the several important things which leaders of Boy Scouts of America are bringing into the lives of the boys of this country.—Dr. A. Lawrence Lowell.

The school cannot utilize all the energies of the boy. This splendid movement comes to our aid. The troublesome element is smaller since the scouts were organized. It tends to raise a higher standard among boys. Their personal appearance is better.—T. C. Hassell.

The marked improvement in a certain group of boys attracted my attention and set me to wondering about the cause of this particular effect. The boys were at the difficult age, yet somehow they had become more manly, more amenable to law and order, more helpful and cooperative in school activities; in fact, more satisfactory in every way. My research work led me to the discovery that they were all members of the Boy Scouts.—Mrs. Perkins.

LINCOLN'S BIRTHDAY

FEBRUARY 12TH

The oft repeated question "just what is greatness" finds a complete and satisfying answer in the life of Lincoln. He was the simplest of men, of great heart, sympathetic, yet courageous in upholding his convictions. He is revered, and his memory is loved, by the peoples of the world. Though tragedy stalked beside him he brought sunshine into the lives of multitudes. He was dedicated to the idea of liberty and justice for all and none can say he loved his country better than Abraham Lincoln.

As we observe this day let us strive to direct the attention of the children to the great attributes of greatness which Lincoln's life so vividly revealed—simplicity, genuineness, breadth of sympathy, vision. No better index to his character can be found than in his Gettysburg speech.

"He was greater than Puritan, greater than Cavalier, in that he was American, and that in his homely form were first gathered the vast and thrilling forces of this ideal government—charging it with such tremendous meaning and so elevating it above human suffering that martyrdom, though infamously aimed, came as a fitting crown to a life consecrated from its cradle to human liberty. Let us, each cherishing his traditions and honoring his fathers, build with reverent hands to the type of this simple but sublime life, in which all types are honored, and in the common glory we shall win as Americans there will be plenty and to spare for your forefathers and for mine."—Henry W. Grady.

REFERENCES

American Anniversaries, Dillon; P. R. Dillon Pub. Co., N. Y. City.
Any American History.
Lincoln's Birthday, by R. H. Schauffler, Moffot Yard & Co.
Educational Journals for February of each year.

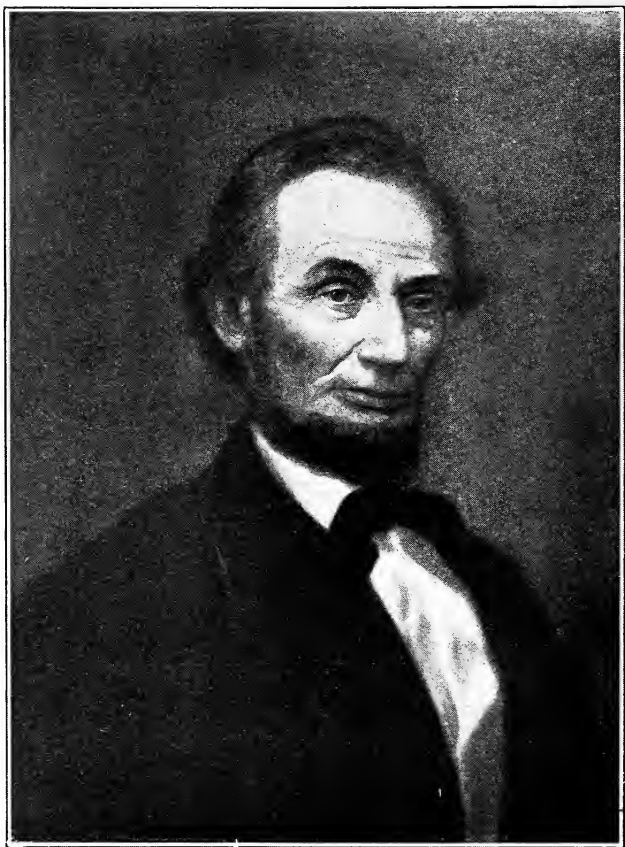
SUGGESTED PROGRAM

Song—America.
Reading—Lincoln's Gettysburg Address.
Recitation—Our Heroes.—Phoebe Cary.
Stories told by Lincoln, or about Lincoln; Several pupils.
Camp Fire songs—
Recitation—Where Poppies Grow—
Recitation—My Captain—
Quotations from Lincoln—Several pupils.
Talk—by a soldier who has seen service in France.
Flag Drill—
Closing Song—Dixie.

QUOTATIONS

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time

—Longfellow.



ABRAHAM LINCOLN—*Wm. E. Marshall*

He was the most perfect ruler of men the world has ever seen.

—E. M. Stanton.

The greatest man of his age.—A. E. Burnside.

Dead, he speaks to men who now willingly hear what before they refused to listen to. Men will receive a new impulse of patriotism for his sake and will guard with zeal the whole country which he loved so well.—Henry Ward Beecher.

A blend of mirth and sadness, smiles and tears;
A quaint knight-errant of the pioneers;
A homely hero, born of star and sod;
A peasant prince; a masterpiece of God.—Selected.

QUOTATIONS FROM LINCOLN

Learn the laws and obey them.

Revolutionize through the ballot box.

No man is good enough to govern another man without that other's consent.

Our government rests on public opinion. Whoever can change public opinion can change our government.

Whatever is calculated to improve the condition of the honest, struggling working man, I am for that thing.

You can fool some of the people all the time, or all the people some of the time; but you cannot fool all of the people all of the time.

No men living are more worthy to be trusted than those who toil up from poverty—none less inclined to take, or touch, aught which they have not honestly earned.

We are not enemies but friends; we must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land will yet swell the chorus of the union when again touched, as surely it will be, by the better angels of our nature.

The Lord must love the common people—that's why He made so many of them.

A private soldier has as much right to justice as a major-general.

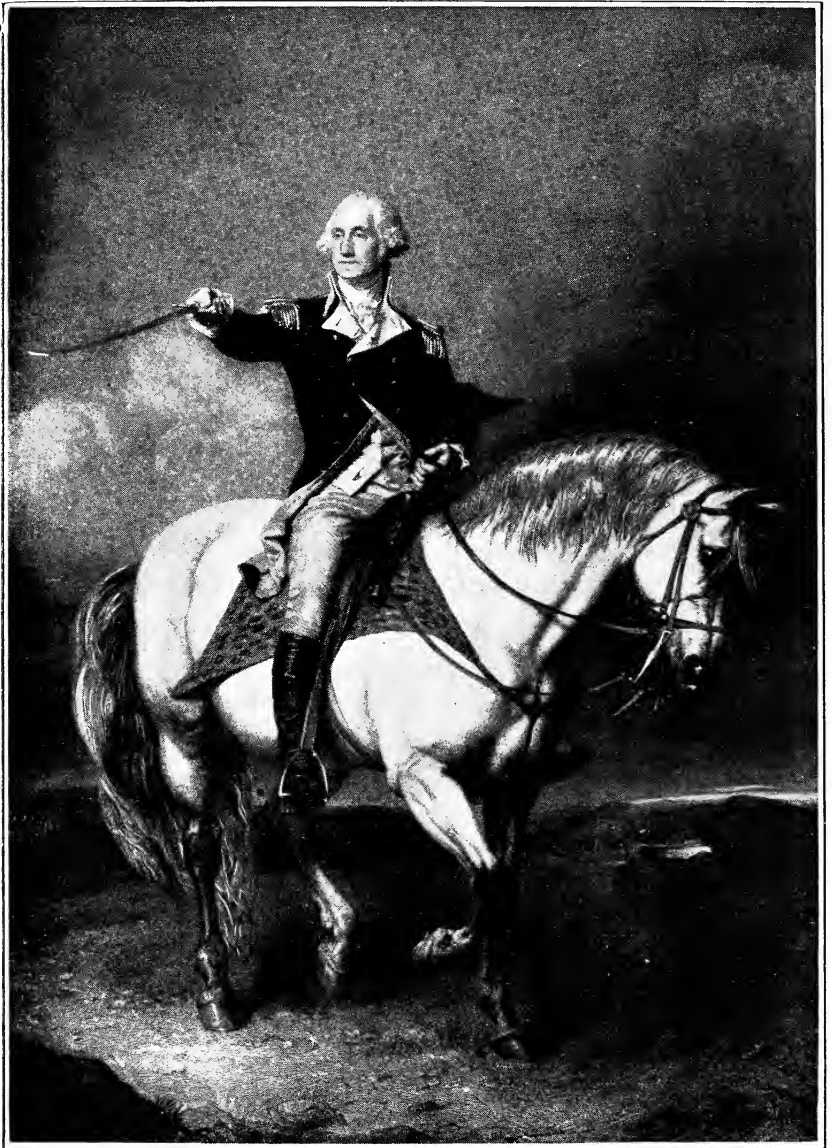
This country . . . belongs to the people who inhabit it.

Government of the people, by the people, for the people.

Let not him who is homeless pull down the house of another, but let him labor diligently to build one for himself.

WE NEED A FRESH CROP OF LINCOLNS

We're never tired of talking about the glories of popular government, and very few of us admit that we're ever tired of hearing about them, but what definite thing do we ever do to keep alive that little sprig of democracy which is native in the heart of every American girl and boy? What do we do to feed it and tend it and water it? America depends for its life, its liberty, its happiness, on a wide-awake and conscientious citizenship; but what do we do to build up such a citizenship? What do we do to bring the individual sprig of democracy to flower?—Hermann Hagedorn, in "You are the Hope of the World."



WASHINGTON ON THE FIELD OF TRENTON—*John Faed*

WASHINGTON'S BIRTHDAY

FEBRUARY 22ND

PATRIOTISM

The annual celebration of Washington's birthday, not only by the sons of Virginia, but by Americans in all parts of the land, is a sign of his enduring popularity. His fame is immortal, so far as that word may apply to any person of ancient or modern times. When all due allowance is made for hero-worship, his is a superlative worth.

To George Washington rightly belongs the place of pre-eminence among colonial leaders. The colonies could, indeed, boast of many men of conspicuous ability and unswerving patriots, men of affairs, men of genius for finance and government; but none of them fulfilled the requirements of a popular hero as did Washington. His is an all-round greatness that none of his contemporaries had. There were other patriots of the time who were truly heroic and noble, whose services to their country are gratefully remembered; but his is an incomparable glory. It was perhaps best that he was not a man of brilliant intellect and scholastic attainments; otherwise he would not have been so efficient and active as a man of affairs. He was alert in the field without being too rash or impetuous. Only a man of strong physique could have gone through what Washington did. His impressive appearance was a point in his favor, as was his dignity of manner. So he was fitted to shine in camp and court. Military success alone does not account for his popularity.

Washington was idolized in his day, and his memory has been cherished as a priceless possession by succeeding generations. His name had become a household word in all the civilized lands of the earth. No other citizen of the Americas is so widely known and honored. Lovers of liberty in the Old World and the New have paid spontaneous tribute to his exalted merit.

Washington is universally regarded as the grandest type of American that our country has yet produced. No other, save Lincoln, is deemed worthy of a place beside him. His life affords character lessons in heroism beyond that of Alexander, Caesar, or Napoleon. John Marshall's terse characterization of the man is eminently true: George Washington was "first in war, first in peace, and first in the hearts of his country-men.—Eugene Parsons.

SUGGESTED PROGRAM

Song—Columbia, the Gem of the Ocean.

Flag Salute.

Short Sketch of the Life of George Washington.

Recitation—Washington—Margaret E. Sangster.

Recitation—Washington on Profanity

Chorus—Patriotic Song.

Recitation—Mount Vernon—Hezekiah Butterworth.

Essay—Why We Love the Name of Washington.

Reading—Washington's Disappointment—Ellery A. Greene.

Chorus—Star Spangled Banner.

Tableaux—Scenes in the Life of Washington.

MAXIMS OF GEORGE WASHINGTON

- Obey and honor your father and mother.
- Speak not evil of the absent; it is unjust.
- Undertake not what you cannot perform, but be careful to keep your promise.
- Say not anything that will hurt another, either in fun or earnest.
- Let your recreations be manly, not sinful.
- Do not speak when others are speaking.
- Every action in company ought to be some sign of respect to those present.
- Show not yourself glad of a misfortune of another, though he were your enemy.
- When a man does all he can, though he succeed not well, blame not him that did it.
- Be not hasty to believe flying reports to the disparagement of anyone.
- Speak not in an unknown tongue in company, but in your own language.
- Labor to keep alive in your breast that little spark of celestial fire called conscience.
- Associate with men of good quality, if you esteem your own reputation; it is better to be alone than in bad company.
- Interwoven is the love of liberty with every ligament of the heart.
- Liberty, when it begins to take root, is a plant of rapid growth.
- Knowledge is in every country the surest basis of public happiness.
- The very idea of the power of the right of the people to establish government presupposes the duty of every individual to obey the established government.
- Ingratitude, I hope, will never constitute a part of my character, nor find a place in my bosom.
- I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles—the character of an "honest man."

POEMS

- Freedom—James Russell Lowell
- The Concord Hymn—Ralph Waldo Emerson
- The Birthday of Washington Ever Honored—George Howland
- A True Soldier—Alice Jean Cleator
- Then and Now—Eva Hamilton

ESSAY SUBJECTS

- Chronology of the Life of Washington
- The Home Life of Washington.
- A Visit to Mount Vernon.
- Comparison of Washington and Lincoln
- Characteristics of Washington
- Washington's Athletic Skill

A NATION'S STRENGTH

Not gold, but only men can make,
A people great and strong;
Men who for truth and honor's sake
Stand fast and suffer long.—Emerson

Make the love of country perfect in the love of man—Giles.

Washington is to my mind the purest figure in history—Gladstone.

Just honor to Washington can only be rendered by observing his precepts and imitating his example. He has built his own monument. We, and those who come after us, are its appointed, its privileged guardians.

—Robert C. Winthrop.

ARBOR DAY

The Friday following the second Monday in March of each year shall be hereafter known throughout Oklahoma as Arbor Day.

It shall be the duty of the authorities of the public schools in this state, to assemble the pupils in their charge on Arbor Day in the school building, or elsewhere, as may be deemed proper, to provide for the conduct, under the general supervision of the county superintendent of public instruction, or city superintendent or other chief officers having the general oversight of the public schools in each county or city such exercises as shall tend to encourage the planting, protection and preservation of the trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results. Sections 346-7, 1919 School Laws.

Arbor Day as designated by law is a little too late in the year for this latitude. Tree planting should precede the designated day.

HISTORY OF ARBOR DAY

The Old Swiss chronicle relates that away back in the fifth century the people of a little Swiss village by the name of Brugg determined to secure a forest of oak trees on the common. More than a dozen sacks of acorns were sown and after the work was done each participant received a wheaten roll as a reward for his labors. For some reason unexplained the acorns refused to grow. The people, however, were determined to have an oak grove, so a day was appointed and the entire community, men, women and children, marched to the woods, where each very carefully dug up a sapling and transported it to the common, where a competent gardener superintended its planting. At the close of the tree planting each boy and girl was presented with a roll and in the evening the grown people had a merry feast and frolic in the town hall. The saplings were well watered and cared for by details of citizens under the direction of the gardener, the work being voluntarily done, but every one was expected to do his share. In the course of years a fine grove was the result, which furnished a place of shade, rest and recreation for the citizens and their descendants. For years the anniversary of this tree planting was observed by the people of his town with appropriate exercises, among them being a parade of the children carrying oak leaves and branches, at the close of which rolls and other eatables were distributed in commemoration of the event. It is said a similar feast still exists in this and all other villages of Switzerland.

The rapid destruction of the forests in our country called attention of students of forestry to the dangers which confronted us and brought forth numerous publications on the subject of forest preservation. It devolved, however, upon "Treeless Nebraska" to institute systematic tree planting on a given day through the organized efforts of schools and citizens. The Hon. J. Sterling Morton is generally credited with originating the idea. In 1872, acting upon his suggestion, the Governor of the State issued a proclamation designating Arbor Day and asking that the schools and citizens generally observe the day by appropriate exercises and tree planting. The setting April sun saw over a million trees planted in Nebraska soil as a result of the first Arbor Day celebration. In 1885, Arbor Day, April 22nd, Morton's birthday, was made a legal holiday in Nebraska.

The originator of the idea lived long enough to see Arbor Day adopted in more than forty States and Territories, to record millions and millions of trees added, to note thousands of school houses change cheerless surroundings for those of comfort and beauty and to feel that in stimulating the planting of trees he had been an active factor in fostering a love for the school, the home and our country.—Illinois Arbor and Bird Day Manual.

It seems to me that a tree and a truth are the two longest lived things of which mankind has any knowledge. Therefore, it behooves all men in rural life, besides planting truths, to plant trees; it behooves all men in public life to plant economic and political truths, and, as the tree grows from a small twig to a grand overspreading oak, so the smallest economic truth, as we have seen in the United States, even in the last year, can so grow as to revolutionize the government of the great Republic. I say, then, that we should all plant trees and plant truths, and let every man struggle so that when we all shall have passed away, we will have earned a great epitaph which we find in St. Paul's cathedral, London.—"If you seek my monument, look around you."

—Hon. J. Sterling Morton.

ARBOR DAY

An old rule used to be that whenever a man cut down a tree he must, at any rate, plant a new one to make up for it. They have forgotten that good rule in England. In America we never observed it, and thousands of acres of glorious forest hitherto untouched by any hand but nature's, have been cut down at an alarming rate. Men do not understand that all human life depends upon the green leaf, and that to cut down trees is to hack at the rope by which we are hanging.—The Children's Encyclopedia.

AMERICAN TREES IN FRANCE AS MEMORIALS

On the battlefields where American soldiers gave their lives for the freedom and safety of humanity, France is planting American trees sent by the American Forestry Association. Large quantities of the seeds of different trees, sent by the association, have been received and gratefully acknowledged by the French Minister of Agriculture. They will be planted for the reforestation of regions devastated by war. Thus in years to come America will have the finest of all memorials on the battlefields where her sons answered the call of humanity—the loving, growing trees of America.—Rhode Island Arbor Day Book.

MEMORIAL TREES

We suggest the plan of having a tree planted on every public school ground for each soldier and sailor from that school district who served in the war. The planting of the trees by the children, under the direction of the teacher and assisted by the patrons of the school, would not only be a fitting tribute to the soldiers but in reality would be a lesson in tree planting and tree cultivation, which should be taught to all school children.

Plans should be made at once for the planting of the trees. The number and names of the soldiers and sailors in each school district should be secured by the pupils, and when the trees are planted each class should be assigned a certain number of trees to care for. It would be well to have a contest in the school as to which class will take the best care of its trees. It is very probable

that some of the trees will not live, but the plan contemplates that next year new trees will be planted to replace the dead ones, and so on until every school ground is planted in living trees. It may be that some school grounds already have as many trees as can properly be grown on the ground. In cases of this kind additional ground may be secured, or the trees already there may be designated for the soldiers and sailors and cared for by the children.

It is quite probable that in cities and towns the number of soldiers from the community are so great that there will not be room upon the school grounds to plant the trees. In such an instance we suggest that it would be a wise plan for the city or town to set aside for a park a certain piece of ground and provide for it being planted in trees as above outlined, the park thus presented to be named in honor of the soldiers and sailors.

But few school grounds in the state have plenty of shade trees. Many of them do not have any trees; yet, everyone appreciates the importance of shade trees and their beauty and enjoy the comfort which they give to humanity.

—R. H. Wilson, State Supt. Public Instruction.

SUGGESTED PROGRAM

Invocation—

Music—

Essay—"The Origin of Arbor Day."

Recitation—"Hiawatha's Canoe."—Longfellow.

Essay—The Value of Forests.

Song—Oklahoma.

Address by Local Speaker—

Planting and Dedicating Trees.—

Song—"Arbor Day Song."—S. F. Smith.

STORIES

The Maple Leaf and the Violet.—"Story Hour."

The Walnut Tree that Wanted to Bear Tulips.—Wiltse's "Morning Talks."

The Oak Tree and the Acorn.—Wiltse's "Morning Talks."

The Anxious Leaf.—Henry Ward Beecher.

The Talk of the Trees Along the Village Street.—Jane Andrews in "Stories Mother Nature Told."

Apple Trees in Love.—Henry Ward Beecher.

The Last Dream of the Old Oak.—Hans Anderson.

The Kind Old Oak.—Hans Anderson.

Philemon and Baucis.—Cook.—"Nature Myths."

Springtime.—Eugene Field in "A Little Book of Profitable Tales"

The Little Lilac Buds—"Cat Tails and Other Tales."

The Story of the Forest.—"Story Hour."

The Maple Tree's Children.—Abby Morton Diaz.

How the Oak Tree Became King.—Bertha Hortense Gault.

POEMS

To a Pine Tree.—Lowell
 Selections from Under the Willows —Lowell
 Selections from The Maples.—Lowell
 Selections from "On Planting a Tree at Inverary."—Lowell
 An April Day.—Longfellow.
 Hiawatha's Sailing.—Longfellow.
 Spring.—Longfellow.
 The Trailing Arbutus.—Whittier.
 Jack in the Pulpit.—Whittier.
 Among the Trees.—Bryant.
 The Planting of the Apple Tree.—Bryant.
 The Elm Tree and the Vine.—Bryant.
 The Forest Hymn.—Bryant.
 March.—Bryant.
 The Gladness of Nature.—Bryant.
 April.—Alice Cary.
 A Lesson.—Alice Cary.
 Under the Washington Elm.—Holmes.
 Spring—Holmes.
 Spring Has Come.—Holmes.
 An April Welcome.—Phoebe Cary.

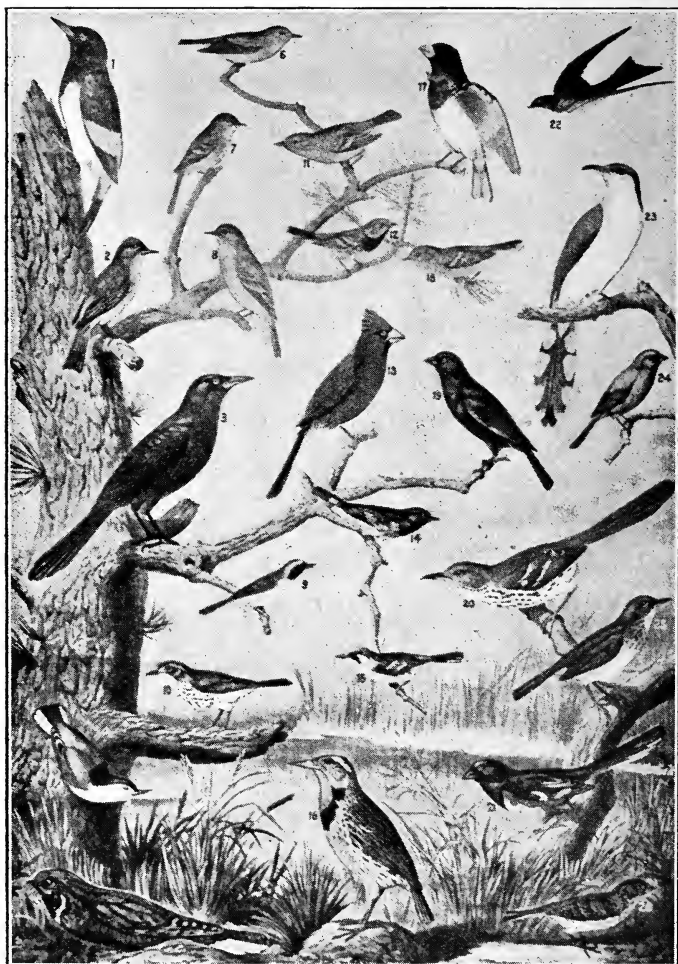
SONGS

The Old Mountain Tree.—James G. Clark ("Golden Robin")
 The Song of the Rose.—James G. Clark. ("Golden Robin")
 Swinging 'Neath the Boughs of the Old Apple Tree.
 —O. R. Barrows (Skinner's Arbor Day Music.) (C. W.
 Bardeen)
 The Return of Spring.—"The Encore."
 The Winter Song of the Tree.—Jennie Youngs. (The Wyatt Co.)
 The Brave Old Oak.—E. J. Loder. (Arbor Day Music.)
 Forest Song.—Prof. W. H. Venable.
 Monarch of the Woods.—(Arbor Day Music)
 Song of the Maples.—(Arbor Day Music)

TOPICS FOR STUDY AND COMPOSITION

The Origin of Arbor Day.
 How to Plant a Tree.
 How to Care for a Tree.
 Size and Age of Trees.
 How Trees Have Affected Man's Conduct.
 Famous Trees of History.
 Uses of Trees.
 Planting and Cultivation of Shrubs and Vines.
 Why Forests?
 Cultivation of Roses.
 Insect Enemies of Fruit Trees.
 Highway Shade Trees.
 Care of Small Fruit Trees.

How the Birds Help the Trees.
Coloring of Autumn's Leaves.
Uses of Wood in Oklahoma.
National Parks and National Forests.
Forest Fires.
Trees a Factor in the Nation's Resources.
The School House Yard.
Why We Keep Arbor Day.
Paper Making from Wood.
The Trees Most Common in our Country.



OUR BIRDS—*Courtesy Audubon Society*

BIRD DAY

SECOND WEEK IN APRIL

During the past few years there has been a growing tendency on the part of the lawmakers of this and other countries to pass laws for the protection of birds. This movement is based upon a sound sense of economic values. Birds are one of man's best friends. Indeed, without them it is doubtful that we could survive.

It is no mere figment of fancy to picture this land, if birdless, as a waste of weeds and desert, uninhabited, and awaiting salvation at the hands of some future pioneers who might bring with them, as their surest aids to success, the founders of bird families. For only in that way could they hope to hold at bay the insect hordes which parallel every furrow and camp at the base or among the leaves of every tree, and only by conserving the birds we now have can we guarantee to ourselves a continuance of the crops which underlie not only all our wealth and achievements, but base our very being and insure to us a place among the living.

April and May are the months best chosen for the study of birds. It is at this time that they are returning to us after their long absence, and they come to us with newborn interest.

Early in April some bright conversation lessons should be given about the birds, that the children may tell what they know of the birds common to the section in which they live, and also that they may gain new knowledge of and interest in these feathered friends. The children should be encouraged to keep notebooks and to record in them their daily observations; this will keep them alert. A bird calendar should also be kept on the schoolroom board.

As each bird comes, read or teach some of the beautiful tributes to him given us by our best poets and authors. Many of the poems are real literary gems and should be memorized; others are to be used simply for the information they contain.

REFERENCES

Some Common Birds Useful to the Farmer; F. E. L. Beal; Govt. Printing Office, Washington.

Birds as Weed Destroyers; Sylvester D. Judd; U. S. Dept. of Agriculture.

American Birds; Wm. Lovell Finley; C. Scribner's Sons, New York City.

Birds and Man; W. H. Hudson; Green & Company, New York City.

Birds that Every Child Should Know; Neltje Blanchan; Doubleday, Page & Co., New York.

Birds Thorough an Opera Glass—Merriam. Houghton, Mifflin & Co.

Common Things With Common Eyes—B. Hoskin Standish. Minneapolis.

Our Common Birds and How to Know Them—Grant. Chas. Scribner's Sons

POEMS

The Return of the Birds—Bryant.

The Song of the Sparrow—Lucy Larcom.

To a Skylark—Shelley.

The Nest—Lowell

The Birds' Orchestra—Celia Thaxter.
Birds in Summer—Mary Howitt.
What a Bird Taught—Alice Cary.
The Mocking Bird—Joseph Rodman Drake.
"Bob White."—George Cooper.

QUOTATIONS

God sent his singers upon earth
With songs of gladness and of mirth,
That they might touch the hearts of men,
And bring them back to heaven again.
—Longfellow.

The bird makes his heart glad amid the blaze of flowers;
Which things appear the work of mighty God.
—Tennyson.

Hark! Hark! the lark at Heaven's gate sings.
—Shakespeare.

SUGGESTED PROGRAM

Song—
Paper on "The Birds—our friends."
Essay on "The value of bird protection."
Recitation, "To a Waterfowl,"—William Cullen Bryant.
Address—The Significance of Bird Day."

DECORATION OF ROOM

Flowers

Pictures

Canary Birds

Drawings on Board.

EASTER DAY

On the First Sunday following the first full moon after March 21st we observe Easter. It is to be regretted that with too many of us the observance of the day is made an occasion for the parading of fine clothes merely, and, with the children, the hunting of Easter eggs and rabbits. These are merely surface traits of the day. The real significance is to be found in the fact that on this day, hundreds and hundreds of years ago, the greatest miracle of the world's history came to pass. A great Man rose from the dead! And he held out the hope to us, in which we may well believe, that we, too, may be resurrected.

There is just so much truth in the world which forms the foundation of life. We may safely build thereon. The danger lies in our erecting a superstructure of falsity and, being creatures of habit and custom, arrive at the point where we accept the superfluous for the real.

In the observance of this day, as in other significant days, let us strive to crystalize in the minds of the children the real, underlying significance of the day.

Reawakening life, as seen in bud and seed, is a means by which the meaning of the Resurrection can be brought home to the pupil.

"Easter is a very old festival and is closely connected with the Jewish faith. The feast of the Passover was changed by the early Christians to the feast of the Resurrection. When the Christian missionaries converted the Saxons, they found them celebrating a feast to the goddess Ostara, or Eastre, who was goddess of the morning also of spring. This was really a feast of thanksgiving for the triumph of the summer over winter and of day over night."

REFERENCES

The Bible.

SUGGESTED PROGRAM

Song.
The Story of the Resurrection.
Essay—The true spirit of Easter.
Song.

POEMS

Easter.—Charles Kingsley.
New Every Morning.—Susan Coolidge.
Golden Legend.—Longfellow.

MR. EASTER RABBIT

A long time ago there was a famine in a land across the water. The rain had not fallen for weeks and weeks, and the grass and leaves were dry and withered.

In this land the people thought a great deal of Easter, and the fathers and mothers gave their children pretty new clothes at that time and many goodies and nice things to eat.

This year they were very sad. It was only one week before Easter and everything was scarce and so high, what were they to do?

One evening the mothers met together to talk over plans and see if there was anything that could be done. One mother said, "We could have eggs, the chickens are laying; but the children are so tired of eggs, they have so many." The plan of giving eggs was abandoned. As the mothers could think of nothing



A BOY AND RABBIT—*Raeburn*

they could do to give the children their Easter Holiday, they went home feeling very sad. One mother felt worse than the others; she could not sleep for thinking of her own little boy and girl. One night as she lay awake she thought of something. Sitting right up in bed, she said out loud, "I know, I know." She could hardly wait until morning to go to her neighbors and tell them of what she had thought. The secret flew, and soon all the fathers and mothers knew what this mother had thought of in the night.

Easter morning came, and the fathers and mothers and children went to church. After church was over and they all came out, one of the mothers said,

"Let us all take a walk in the woods behind the church. Perhaps we shall find some flowers."

They all went into the woods back of the church and soon a boy said, "See here! See what I have found." He held up a pretty red egg. Then another found one, and another, and after a while a whole nest full of red, yellow, blue, green, and orange eggs were gathered. While they were wondering where these eggs came from, a rabbit jumped from behind a tree where a nest of such pretty colored eggs had just been spied by a little boy. He shouted, "I know, 'I know who laid the Easter eggs. The rabbit laid the eggs."

This is how the rabbit came to be used at Easter, and ever since that Easter morning colored eggs have been used at Easter.

*Adapted from Hase in "For the Children's Hour," Bailey and Lewis.



HON. J. B. A. ROBERTSON—*Governor*

STATE OF OKLAHOMA
OFFICE OF THE GOVERNOR

PROCLAMATION

GOOD ROADS WEEK

Because of the close relationship that exists between the good roads in a community and the schools, I deem it necessary to call the attention of the people of Oklahoma to the condition of the roads in this State.

The last week in April has been selected as "Good Roads Week" throughout the State of Oklahoma. A special effort will be made to interest the community in the improvement of all the roads to the end that they may be serviceable at all times and at all seasons of the year, and that the health, safety and comfort of the public school children may be preserved as they go to and fro over our highways. It is difficult to estimate the cost of bad roads. This cost is paid by all the people of the community; this tax is paid in things that decrease health, wealth and happiness, home comforts and social advantages. The drudgery in the home, on the farm and in the town and village is due, largely, to the bad road conditions and, as the roads are improved, so the drudgery decreases.

Therefore, I, J. B. A. Robertson, Governor of the State of Oklahoma, do hereby proclaim and declare the **last week in April** as "Good Roads Week" and urge all boys, girls, women and men in every community in the State of Oklahoma to study seriously the road situation and endeavor thereby to create and crystalize public sentiment in favor of good roads, and take such other steps as can be taken to improve the road conditions that they may better serve the purpose for which they are established.

IN WITNESS WHEREOF, I have hereunto subscribed my name and caused to be affixed the Great Seal of the State, at my office in Oklahoma City this 26th day of October, 1920.

J. B. A. ROBERTSON,
Governor.

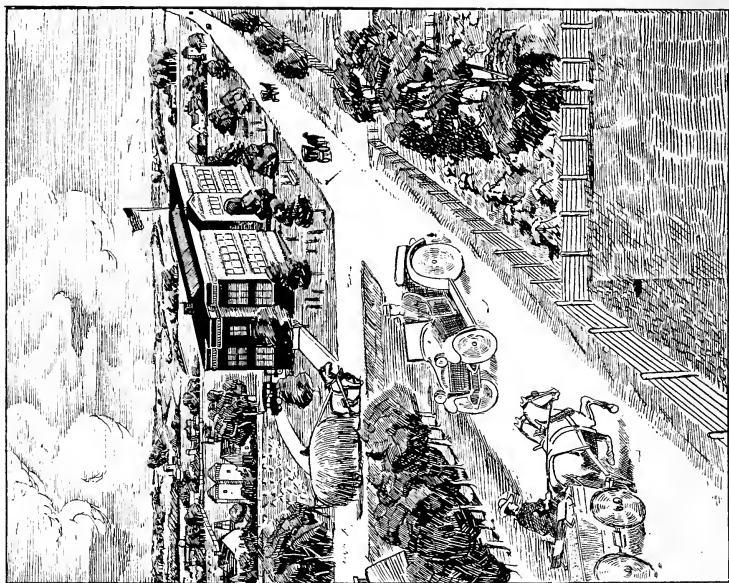
ATTEST:

JOE S. MORRIS,
Secretary of State.





POOR ROADS—POOR SCHOOLS—IGNORANCE—POVERTY



GOOD ROADS—GOOD SCHOOLS—KNOWLEDGE—PROSPERITY

GOOD ROADS

LAST WEEK IN APRIL

"Good roads are the golden chain that binds the Nation together for prosperity or defense. They lighten the burden of transportation, reduce the cost of living, raise the value of farm lands, increase the national efficiency; provide for the common defense, build up the church and school, banish the isolation of rural life, and spread prosperity, intelligence, and social advantages throughout the length and breadth of the land. We are just entering upon an era of road improvement which will make our national wealth and strength available."

ROAD EPIGRAMS

There are no abandoned farms along good roads.

Rain can't keep a community down but bad roads can.

The Mud Tax has exacted a fearful toll in time of peace; if war—what then?

Left to themselves, a dirt road and a rain will always mean mud.

If you want to know if good roads are good things, ask a horse

If the roads around a town are bad, it might as well be on an island.

Meet "preparedness" in all phases by good roads.

A farm on a bad road five miles from town is further away than a farm on a good road ten miles distant.

All roads need the Water Cure.

Good roads are neighbor makers and trade builders.

Good roads shorten distances; bad roads isolate.

Trees lend a grace of beauty to every homestead and to every roadway they border.

He who plants a tree—he plants love.

We plant the house when we plant the tree.

He that planteth a tree is a servant of God.

America pays more for bad roads than good roads would cost.

The two greatest enemies of roads are water and politics.

By furnishing better means of communication, good roads will add to the selling price of farm products and in every way will contribute to the comfort and happiness of the people. Then, furthermore, we can have a good system of consolidated schools only where we have good roads.

Let us plant a tree by the wayside,
Plant it with smiles and tears,
A shade for some weary wanderer,
A hope for the coming years.

—L. H. Mooney.

SUGGESTED PROGRAM FOR GOOD ROADS DAY

Song—(Select a song generally well known to all)

Roll Call of pupils. Answer by quoting from Good Road Epigrams.

Recitation—"A Friend of Man"—Sam Walter Foss.

Essay—The Planting of Trees and the Building of Good Roads as a Duty to Others.

Music—Solo; Instrumental or vocal.

Five minute talks by citizens of the community on:

The condition of the roads of our country.

How can these be made better?

Trees are a benefit to most roads.

Can the conditions of our school grounds be improved?

Music—Selected.

Debate—Resolved that railroads take the place of wagon roads: so roads are not always the test of progress.

Song—America.

POEMS

The Road—Berton Braley.

The Joys of the Road—Bliss Carmen.

The Song of the Open Road—Walt Whitman.

ESSAY SUBJECTS

Road Building in History.

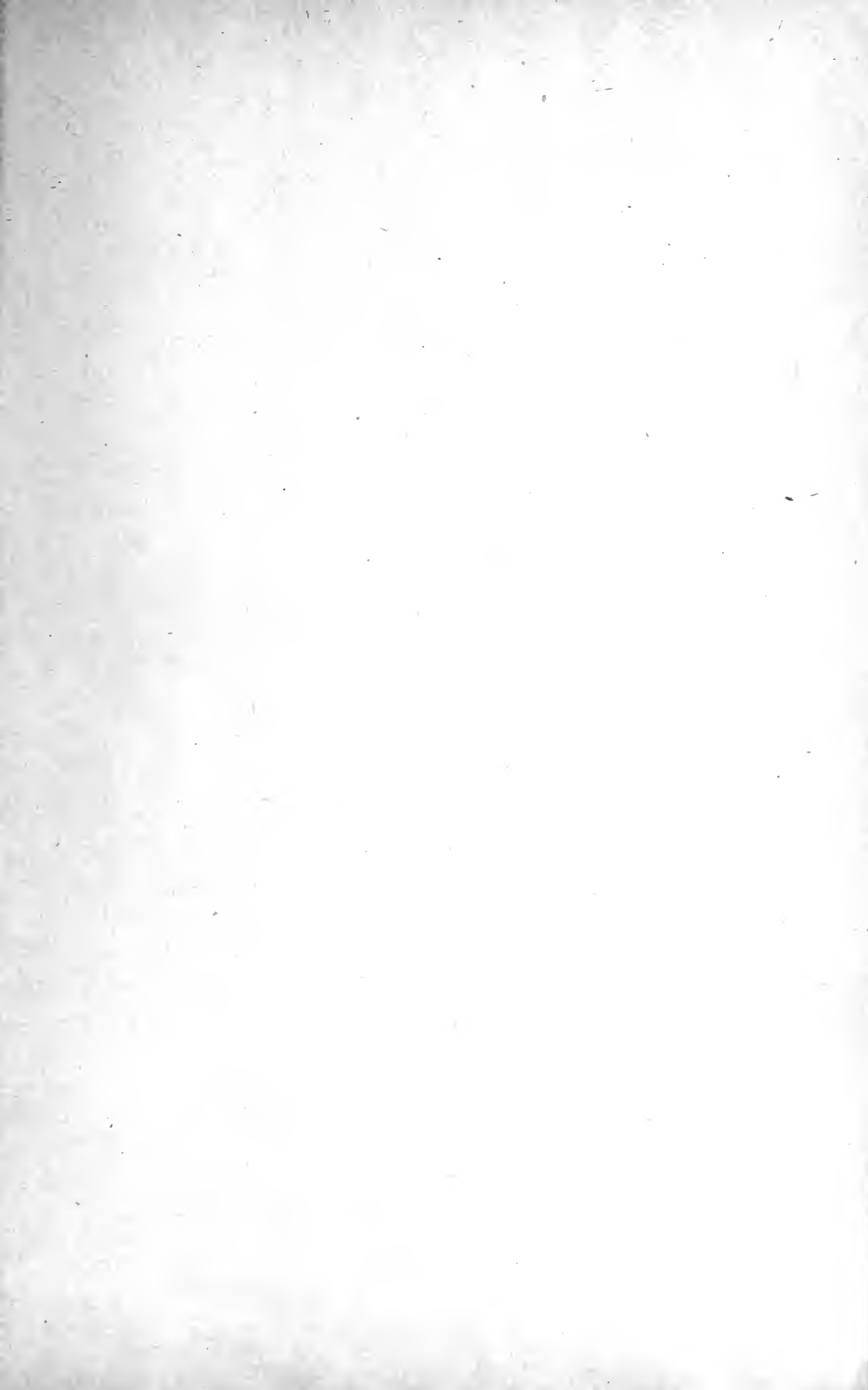
History of Roads in America.

MacAdam and his Principles

What Trees to Plant by the Roadside.

Poor Roads—Poor Schools—Ignorance—Poverty.

Good Roads—Good Schools—Knowledge—Prosperity.





MADONNA—*Bodenhausen*

MOTHER'S DAY

The second Sunday in May has been set apart for special observance in honor of the home and motherhood.

For centuries poets and painters have immortalized the radiant motherhood yet it was for Miss Anna Jarvis a quiet unassuming little Philadelphia woman of the 20th century to organize a movement which has resulted in the setting aside of a special day on the calendar when all mothers will be revered.

The first notable observance of Mother's Day was May 10, 1908, when Philadelphia celebrated Mother's Day in church and home.

In 1914 Congress authorized the President of the United States to designate, by annual proclamation, the second Sunday in May as Mother's Day, and to request the display of the American flag on Government buildings, and private homes. The first national proclamation was issued by President Wilson on May 9, 1914.

The object of the day is to recall memories of the mothers who have gone; to brighten the lives of those who remain; and to encourage men, women and children to honor home and parents. It is to be observed by some act of kindness to mother; by special services in churches of all creeds, and other organizations; and by wearing a white carnation (emblem of purity, beauty, fidelity, and peace of mother love), the badge of the day.

Public schools observe the Friday and business houses the Saturday preceding.

It is the custom to wear a flower on Mother's Day—and if not the carnation, another flower. The white if the mother is not living and a red if she is living. Too often we heap flowers on the dead and forget them for the living. A token of flowers sent the mother who is living will prove a blessing.

ONE MOTHER

Hundreds of stars in the pretty sky;

Hundreds of shells on the shore together;

Hundreds of birds that go singing by—

Hundreds of birds in the sunny weather.

Hundreds of dewdrops to greet the dawn;

Hundreds of bees in the purple clover;

Hundreds of butterflies on the lawn;

But only one Mother the wide world over.

—Selected.

DEDICATORY POEM

If I were hanged on the highest hill,

Mother O'mine, O Mother O'mine!

I know whose love would follow me still,

Mother O'mine, O Mother O'mine!

If I were drowned in the deepest sea,

Mother O'mine, O Mother O'mine!

I know whose tears would come down to me,

Mother O'mine, O Mother O'mine!

If I were doomed of body and soul,
 Mother O'mine, O Mother O'mine!
 I know whose prayers would make me whole,
 Mother O'mine, O Mother O'mine!
 —Rudyard Kipling.

SUGGESTED PROGRAM

Song—A song mothers like—The School.
 Recitation—"Cookin' Things"
 Essay—"How I could help mother"—A 12 year old boy.
 Essay—"How I could help mother"—A 12 year old girl.
 Song—
 Address—"Mothers Day"
 Talk by a grandmother.
 Toast—To Our Mothers.
 Song—Home Sweet Home.

QUOTATIONS

God could not be everywhere; therefore He made mothers.
 —Hebrew Proverb.

Nature's loving proxy, the watchful mother.—Bulwer Lytton.

Poets sing of home, mothers sing at home.—Alfred R. Jackson.

Comparing one maxim with another,
 You'll find this maxim true,
 That the man who is good to his mother
 Will always be good to you!—Fred Emerson Brooks.

Mother is the name for God in the lips and hearts of the little children.
 —William Makepeace Thackeray.

Money builds the house, mother makes the home.—Geo. Zell.

A mother's arms are made of tenderness and children sleep soundly in them.
 —Victor Hugo.

All that I am, and all that I hope to be I owe to my angel mother.
 —Abraham Lincoln.

Memories of mothers are sweet, but never as sweet as mothers themselves.
 Some of us forget this.—M. D. Hillmer

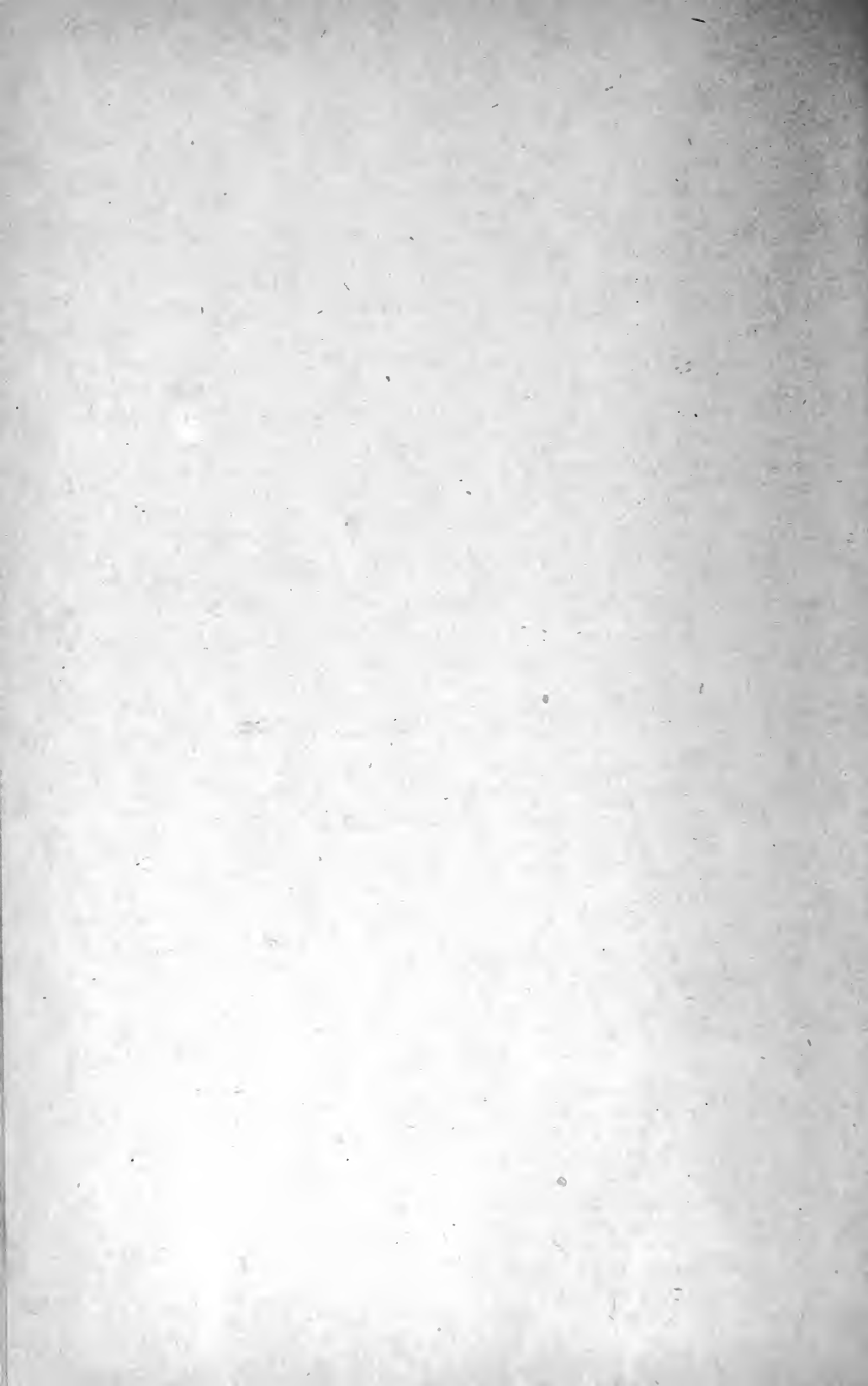
The future destiny of the child is always the work of the mother.
 —Napoleon.

One mother is worth a thousand schoolmasters.—Proverb.

A man never knows all that his mother has been to him till it's too late
 to let her know that he sees it.—William Dean Howells.

SELECTIONS

- "Mother's Day"—Margaret Symore
"A Picture"—Oliver Marble
"My Mother's Knee"—Samuel Lover
"My Mother's Image"—Matilda C. Edwards
"Smiting the Rock"
"The Quest"—Eudora S. Burnstead
"Somebody's Mother"
"My Mother's Song"—Will M. Maupin in Linnings
"Mother's Almanac"—C. Leo
"I won't be Long"—J. W. Foley
"A Mother's Birthday"—Henry Van Dyke
"We Must Send Thee out to Play"—Ella Wheeler Wilcox
"Child and Mother"—Eugene Field



PEACE DAY

MAY 18TH

Peace Day should be widely celebrated every year in schools throughout the United States. Every possible opportunity to emphasize the Peace Movement should be seized by teachers and pupils alike that in the near future the god of war will die and in his place the Angel of Peace will reign throughout all nations.

May 18th is the birthday of the first World Peace Conference, held in 1889. The second Conference met June 15, 1907 and the third Conference was to have been held in 1915 but the outbreak of the European war in 1914 prevented.

In Holland at The Hague stands the Palace of Peace. This remarkable building is today a monument to a world wide effort to abolish the woe of war. Here the foremost nations of the world have made gifts, priceless in value, to foster the spirit of brotherly love among nations. The Palace has long been unused for the purpose for which it was erected yet can we say that the effort made in the past availed nothing when the whole world was at war? Not so, for out of the past will rise a greater love for Peace which will make every home in every nation a Peace Palace. Then will come true the Peace Proclamation.

"They shall beat their swords into plowshares and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more."

SUGGESTED PROGRAM

Music—Recessional—Music: De Koven, Words: Kipling
Recitation—Ring out the Old; Ring in the New—Tennyson
Readings—The Dawn of World Peace—William Howard Taft
The Significance of the Eighteenth of May—Fannie Fern Andrews.
Music—Oh, Beautiful, My Country—Tune, Webb: Words, Symonds.
Essay—Christ of the Andes
Recitation—The Better Way—Susan Coolidge
The Soldier's Recessional—John H. Finley
Quotations
Music—America—S. F. Smith

POEMS

A Vision of the Future—Locksley Hall, Alfred Tennyson
A Hymn of Peace—Oliver Wendell Holmes
Hear, O Ye Nations—Frederick L. Hosmer
The Need of the Hour—Edwin Markham
Our Heroes—Phoebe Cary
Angel of Peace—Oliver Wendell Holmes
Peace on the Earth—E. H. Sears
Peace—Edwin Markham
The Coming of Peace—John Ruskin

The Soldier's Dream—Thomas Campbell
 There is so Much to Do—Florence Holbrook
 Ode to Peace—William Tennant
 A Vista—J. A. Symonds
 The Statute of Peace—Katrina Trask
 A Story for Peace Day—"The Island Kingdom"—Geo. W. Nasmyth

ESSAY SUBJECTS

The Cost of War.
 The Cost of Armed Peace.
 The Hague Palace of Peace.
 Great Men in History.
 The Waste of War.

QUOTATIONS

There are two ways of ending a dispute—discussion and force: the latter manner is simply that of the brute beasts; the former is proper to beings gifted with reason.—Cicero.

New occasions teach new duties; time makes ancient good uncouth;
 They must upward still, and onward, who would keep abreast with Truth:
 Lo, before us gleam her camp fires! we ourselves must pilgrims be,
 Launch our Mayflower, and steer boldly through the desperate winter sea.
 Nor attempt the Future's portal with the Past's blood-rusted key.
 —James Russell Lowell.

The more you reduce the burdens of the people in times of peace, the greater will be your strength when the hour of peril comes.—Benjamin Disraeli.

The more I study the world the more I am convinced of the inability of force to create anything durable.—Napoleon.

If the press of the world would adopt and persist in the high resolve that war should be no more, the clangor of arms would cease.—John Hay.

My first wish is to see the whole world at peace and the inhabitants of it as one band of brothers, striving which should contribute most to the happiness of mankind.—George Washington.

All wars are follies, very expensive and very mischievous ones. In my opinion, there never was a good war or a bad peace. When will mankind be convinced and agree to settle their difficulties by arbitration?—Benjamin Franklin.

I recoil with horror at the ferociousness of man. Will nations never devise a more rational umpire of differences than force? Are there no means of coercing injustice more gratifying to our nature than a waste of blood of thousands and of the labor of millions of our fellow creatures?—Thomas Jefferson.

The Hague treaty stands for the arbitration of all difficulties between nations without exception. It is not generally known how broad and important an instrument it is. I regard it as the triumph of the nineteenth century that the

nations could come together at its end and make a treaty like that. The tribunal has advanced more rapidly than did the Supreme Court of the United States in the first five years of its existence. * * * In the future, instead of the barbarous cry "To arm, To arms!" we shall hear another cry: "To The Hague, To The Hague."—Oscar S. Straus.

Peace hath her victories,
No less renowned than War.—Milton.

This hand, to tyrants ever sworn the foe,
For freedom only deals the deadly blow;
Then sheathed in calm repose the vengeful blade,
For gentle peace in freedom's hallowed shade—John Quincy Adams.

And man, taught wisdom from the past,
In friendship joined their hands,
Hung the sword in the hall, the spear on the wall,
And plowed the willing lands.—Charles Mackay.

MEMORIAL DAY

MAY 30TH

Great national days are opportunities for stirring deeply the emotional life of all the people and from this come high ideals and lofty sentiments. Out of the heart are the issues of life. Because of the truth of this statement, the heart culture must be considered for from the heart our ideals get their form.

Memorial Day as a national institution is sacred and offers the best opportunity to inspire in young and old a true and reverent spirit of patriotism. It reinspires with a love for our national traditions and aspirations.

The day is sacred to the memory of the soldiers in homespun; in blue and gray; in khaki, who died for the faith they held. It is the privilege of the public schools to fittingly observe this day out of love for the dead and to rededicate the lives of the living to noble and worthy deeds.

Let each teacher who can secure the attendance of some veterans invite them to be present and to participate in the patriotic exercises. Let the children gain the lasting memory of having seen and heard survivors of our wars

AMERICA

The hope of all who suffer,
The dread of all who wrong.—Whittier.

SUGGESTED PROGRAM

Song—Star Spangled Banner
Recitation—What Makes a Nation—W. D. Nesbitt
Reading—Origin of Memorial Day
Recitation—Memorial Day—Angelina W. Wray
Song—Tenting Tonight on the Old Camp Ground.
Essay—What Memorial Day should Mean Today.
Recitation—The Moral Welfare—Whittier
Recitation—In Flanders Field—John McCrae
Address—By a War Veteran
Song—America

TOPICS FOR ESSAYS

Our Government Cemeteries
Influence of Memorial Day
Soldiers' Monuments
The Spirit of 1917
Edith Cavell
The Meaning of the Service Star

POEMS

The Blue and the Gray—Francis Miles Finch
Honor our Patriot Dead—Anonymous
Little Nan—Anonymous
A Monument for the Soldiers—James Whitcomb Riley
War—Sam Walter Foss

He'll See it when He Wakes—Frank Lee
Decoration Day—Henry Wadsworth Longfellow
Them Yankee Blankits—W. Small
The New Memorial Day—Albert Biglow Paine
The Nameless Dead—Walt Mason
The Palmetto and the Pine—Manley H. Pike
Decoration Day—Celia Thaxter
The Veterans—Dennis D. McCarthy
Sail On, O Ship of State—Henry Wadsworth Longfellow
Where are You Going, Great-Heart—John Oxenham

QUOTATIONS

Honor, then, to the American soldier now and forever. Honor him in sermon, and speech. Honor him in sonnet, stanza and epic. Honor him in the historic page. Honor him in the unwasting forms by which art seeks to prolong his well-earned fame. Honor the volunteer soldier, who, when his work of devastation and death was ended, put aside his armor, melting into the sea of citizenship, making no ripple of disturbance upon its vast surface. Honor the citizen soldier of America who never knew the feelings of vindictiveness and revenge.

—John L. Swift.

I only regret that I have but one life to lose for my country.—Nathan Hale.

Slow are the steps of freedom, but her steps never turn backward.

—James Russell Lowell.

The debt of gratitude which we owe to the nation's defenders can never be repaid, either by this or future generations . . . Generations come and go, and the issues for which they fought and died soon pass into history. But the principles of undertakings worthily accomplished, for an unselfish purpose, abide forever and guide us to a nobler destiny and still greater achievements as a nation.—William McKinley.

We honor our heroic and patriotic dead by being true men, as true men by faithfully fighting the battles of our day as they fought the battles of their day.

—David Gregg

Out of sorrows common alike to the North and South came this beautiful custom. But Decoration Day no longer belongs to those who mourn. It is the common privilege of us all, and will be celebrated as long as gratitude exists and flowers bloom.—Chauncy M. Depew

"Here are all the flowers I love the best,
And I've brought them all to lay
With loving hands where soldiers rest,
On Decoration Day."

FLAG DAY

JUNE 14TH

The story of our flag is one that every citizen should know. It is the emblem of our country, its hopes and its ideals. No person living under the "Stars and Stripes" should yield homage to any other flag.

The educating of children errs woefully if it does not instill in the minds of every pupil a love for the flag and the country for which it stands. If the United States shall stand—if tomorrow's progress of our country shall keep pace with yesterday's progress, it will be because of the determination of the citizen's of tomorrow to take the flag as their own, uphold it, protect it, and love it with patriotic fervor.

It is well worthwhile that the significance of this day be impressed upon the minds of the children. It is a potent day.

THE FLAG SPEAKS

I am whatever you make me, nothing more,
But always I am all that you hope to be,
and have the courage to try for.
I am song and fear, struggle and panic, and ennobling hope.
I am the day's work of the weakest man,
and the largest dream of the most daring.
I am the constitution and the courts, statute and statute-
maker, soldier and dreadnaught, drayman and street
sweep, cook, counselor, and clerk.
I am no more than you believe me to be.
My stars and my stripes are your dreams and your labors,
For you are the makers of the flag, and it is well that you
glory in the making.

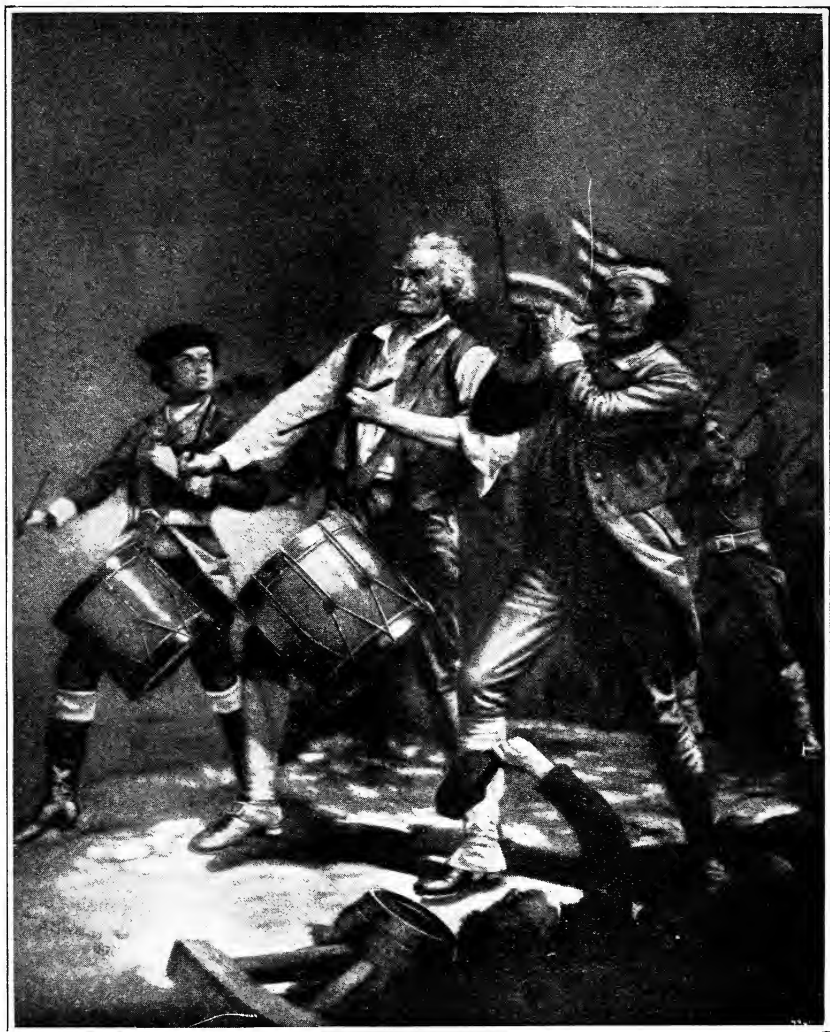
—Franklin K. Lane, Secretary of the Interior.

REFERENCES

"American Anniversaries," Dillon; P. R. Dillon Pub. Co., N. Y. City.
Any American History.

SUGGESTED PROGRAM

Song—Hurrah for the Flag—Howlison.
Talk—Story of the Flag—By Teacher or pupil.
Recitation—Your Flag and My Flag—Wilbur D. Nesbit.
Recitation—The Flower of Liberty—Oliver Wendell Holmes.
Song—The Red, White and Blue.
Talk—Proper and Improper Uses of the Flag—Principal or Teacher.
Five Minute Talks—By pupils. Betsy Ross; George Washington; Phillip
Morris; The Second Continental Congress.
Flag Drill—By pupils.
Song—America.
Flag Salute.



SPIRIT OF '76—A. M. Willard

POEMS

Our Flag—Margaret Sangster.
 God Save the Flag!—Oliver Wendell Holmes.
 A Song for our Flag—Margaret Sangster.
 The Voice of Peace—James Whitcomb Riley.
 The Schoolhouse and the Flag—Frank T. Southwick
 The Voice of the Flag—Carl W. Mason
 A Toast—George Morrow Mayo.

ETIQUETTE OF THE FLAG

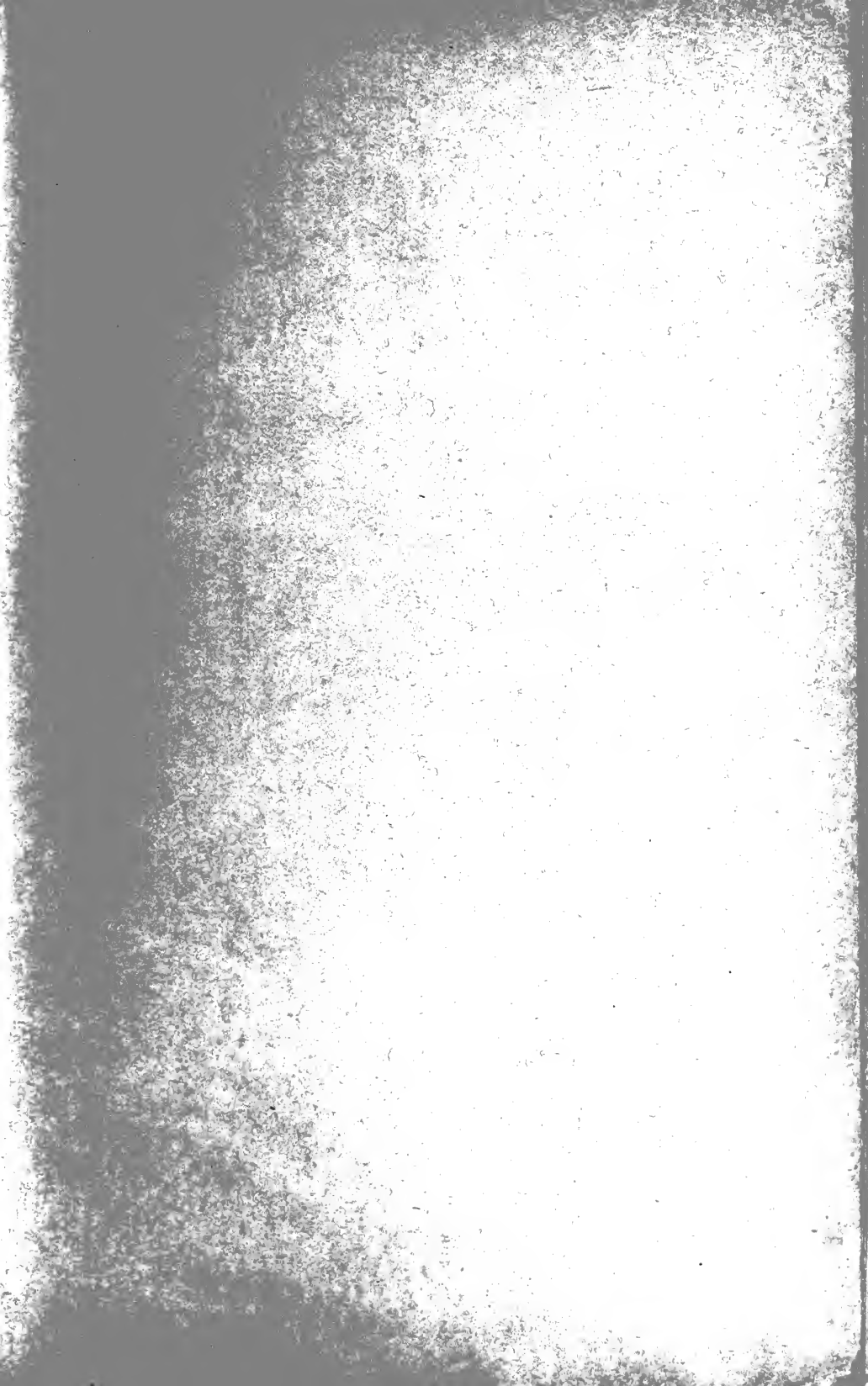
1. Do not hoist the flag before sunrise nor allow it to remain up on the pole or staff after sunset.
2. When the flag is hung horizontally (so it can be viewed from one side only) the blue field should be to the left; when hung vertically the blue field toward the right.
3. Never allow the flag to touch the ground or floor when being hoisted or lowered. It should float freely and if caught should be released at once.
4. The flag should be saluted by all present when being hoisted or lowered; and when passing in parade or in review, the spectators should stand if walking or sitting and, standing "at attention," salute with the right hand in all cases, except that a man in civilian dress and wearing his hat, should remove his hat and hold it with his right hand opposite his left shoulder.
5. In placing the flag at half mast, always hoist to the top of the staff and then lower to position (the top of flag one-third down from top of pole); In lowering from half mast the flag should also be first raised to top of staff. On Memorial Day the flag should be at half mast until noon and at full mast the remainder of the day.
6. When the American flag is carried, with others, in parade, it must have the place of honor, at the right. If a number of other flags are carried our flag must either precede the others or be carried in the center above the others, on a higher staff.
7. In raising other flags with ours, the American flag must be above the others—never below them.
8. The flag must never be draped, but always arranged to hang in straight lines. It must not be used as a cover for a desk, table or box. Nothing must ever be placed on the flag. When clusters or draping of colors is desired, bunting or cloth may be used—never the flag.
9. The flag must not be used in whole or in part as a costume and when worn as a badge it should be small and pinned over the left breast or to the left collar lapel. It must never be used for advertising purposes—not even a picture of it; nor may it be used as a toy, fan, parasol, paper napkin, or sofa cushion.
10. It is unlawful to trample upon, mutilate, or otherwise treat the flag with insult or contempt; or attach to it any emblem or inscription whatever. When old or soiled it should be decently burned.

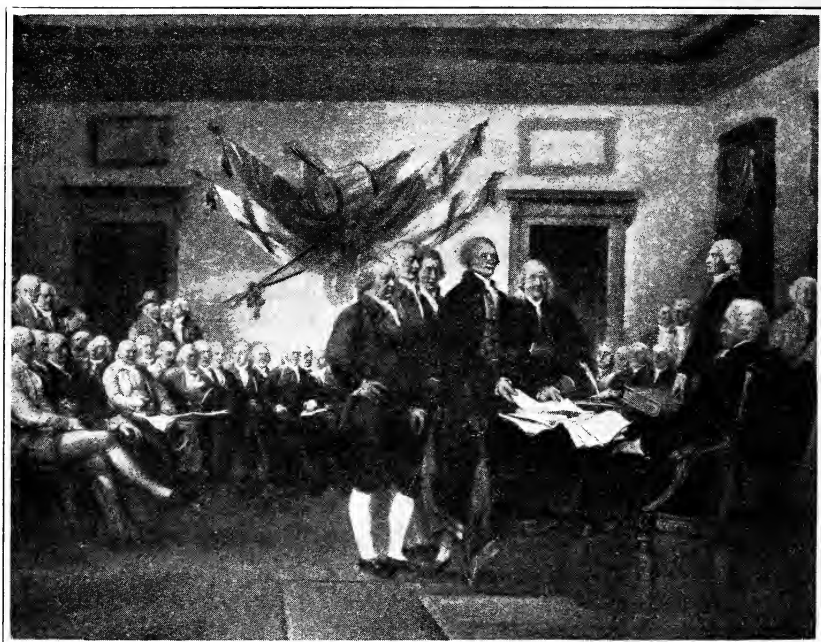
11. When the "Star Spangled Banner" is being played or sung, all persons within hearing should rise and stand, head uncovered. The playing of it as a part of a medley is prohibited and it should never be played as an exit march.

12. The flag is displayed on all patriotic occasions, especially on the following days: Lincoln's Birthday, Washington's Birthday, Mother's Day, Memorial Day, Flag Day, Independence Day, Armistice Day.

13. When the flag is hung as a streamer to be viewed from both sides, as when stretched across a street, the field of blue is always toward the east or the north.

14. A pledge of Allegiance to the Flag: "I pledge allegiance to my flag and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."





SIGNING DECLARATION OF INDEPENDENCE—*Trumbull*

INDEPENDENCE DAY

JULY 4TH

The celebration of Independence Day should be the most potent factor in binding the people of the United States together in patriotic solidarity. Too many of us fail to give conscious thought to the importance which the Declaration of Independence bears to each individual. No country or people in connected history has had the growth and progress our country has had by virtue of the Declaration of Independence. Without it, we could not have developed as we have. It is at the very base of our being as a nation.

May we not hope, by directing the thought of our children to the importance of this day, to instill in their minds a more intimate, personal love for their country and for the government under which it has attained to its position of leadership among the nations of the world?

The Independence Day exercises should follow the careful study of the Declaration of Independence, one of the stepping-stones by which our country rose to a higher life, and one of the events leading up to it.

Since many schools are not in session during the summer months it is suggested that some suitable date be selected during the term for the observance of this day. Teachers should not fail each year to take every opportunity to impress upon the minds and lives of the pupils the principles contained in the Declaration of Independence, the most famous document ever signed by any body of men.

The United States is the only country with a known birthday. All the rest began, they know not when, and grew into power, they know not how.

—James G. Blaine.

THE OATH OF THE ATHENIAN YOUTH

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideals and sacred things of the city, both alone and with many; we will reverence and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or to set them at naught; we will strive unceasingly to quicken the public's sense of civic duty. Thus in all these ways we will transmit this city not only not less but greater, better and more beautiful than it was transmitted to us."

SUGGESTED PROGRAM

Song.

Essay—The Writing and Adoption of the Declaration of Independence.

Five minute discussions on: Thomas Jefferson; Roger Sherman; Robert Livingston; Benjamin Franklin; John Adams; Richard Henry Lee.

The story of the signing of the Declaration.

Address—What the Declaration means to us today.

Song.

POEMS

The Concord Hymn—Emerson.

Paul Revere's Ride—Longfellow.

Lexington, 1775—Whittier.

A Ballad of the Boston Tea-Party—Holmes.

Song of Marion's Men.—Bryant.

The Ride of Jennie M'Neal—Will Carleton.

Centennial of American Independence—Lowell.

The Nation's Defenders—Butterworth.

"Poems of American Patriotism," by R. L. Paget (L. C. Page & Co.)

"American War Ballads," by Eggleston (G. P. Putnam's Sons)

"Song of History," By Butterworth (New England Pub. Co.)

QUOTATIONS

Liberty is a solemn thing, a welcome, a joyous, a glorious thing, if you please, but it is a solemn thing. A free people must be a thoughtful people, a free people must be a serious people; for it has to do the greatest thing that ever was done in the world, to govern itself.—Orville Dewey.

Ring out the darkness of the land,
Ring out the narrowing lust of gold,
Ring out the thousand years of old,
Ring in the thousand years of peace.—Tennyson.

What's hallow'd ground? 'Tis what gives birth
To sacred thoughts in souls of worth!
Peace! Independence! Truth! go forth
Earth's compass round;
And your high-priesthood shall make earth
All Hallowed ground!—Campbell.



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